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ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of May provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) the Palestinian Liberation Organization (PLO) and Palestine, Hawaiian history, brain actuated control, South African elections, Israel and PLO agreement, gender pricing, Clementine satellites, mapping the moon, U.S. gun issue, and junkyard art (May 2-6); (2) the United States and Haiti, the solar eclipse, hearing impaired theater, South Africa, teenage talk show host, Nelson Mandela, Appalachia, politeness, civil war in Yemen, dinosaurs, Palestine, and violence and the news (May 9-13); (3) Haiti, Battle of Gettysburg, baseball education, super trains, elections in Malawi, Brown vs. Board of Education, homeless in America, Laotian garment makers, integration, comet collision with Jupiter, advertising schools, scientific literacy, and death of Jacqueline Kennedy Onassis (May 16-20); (4) X-31 aircraft, end of British rule in Hong Kong, computer family, Rwandan orphans, electronic transactions, Dan Rostenkowski, active volcanoes in the state of Hawaii, China Trade Status, and political correctness and Prince Charles (May 23-27); and (5) investigation of Dan Rostenkowski, AIDS awareness, and D-Day (May 31). (JLB)

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CNN Newsroom Classroom Guides. May 2-31, 1994.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Monday, May 2, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Palestinian autonomy is on its way to becoming a political reality.	3:20
ROAD TO DEMOCRACY	3	With less than a quarter of the vote tabulated, here's how the South African election tally reads...	:30
DEFINITION	4	What is the study of the structure, function and chemical composition of the brain called? NEUROBIOLOGY	:30
FUTURE DESK	5	Future pilots will use their brains, literally, to fly their planes.	3:20
HAWAIIAN CULTURE	6	The hula may be the best known tradition of native Hawaiian culture.	:30
HAWAII	7	(PART I in our series) For many Hawaiians, living conditions did not improve when Hawaii became a U.S. state.	5:25
CLOSE	8		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

autonomy Yasser Arafat Yitzhak Rabin implementation closure King Kamehameha Queen Liliuokalani Pele Akua hula wardship

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TOP STORY - PLO/ISRAEL

1. What was the original timetable for the withdrawal of Israeli forces from the Occupied Territories? What obstacles have impeded the Mideast peace process in recent months?
2. What is "autonomy"? How will it bring its own set of problems for Palestinians who desire to govern themselves?
   a. Pose this hypothetical situation to students: Suppose that the adults of your community all left for whatever reason; only the students of your school remained, and you were totally on your own. What would your major concerns be? How would you organize yourselves for the general welfare of everyone?
   b. Divide students into groups. Tell them to identify what their major concerns would be in this scenario, then come up with a plan to address those concerns.
   c. Have groups present their plans.

   Discuss: What immediate concerns had to be addressed and how? How did each plan involve some kind of "government"? Who decided what the "government" would be? Use the opportunity to impress upon students the difficult task that lies ahead of the Palestinians as they initiate self-rule.
3. How would you write this latest chapter in the history of Israel? Working in small groups, have students research the events and issues surrounding Israel's nearly 27-year occupation of the West Bank and Gaza Strip. Have groups share their information in a class discussion. Challenge each group to write an historical perspective of this occupation for future Israelis. What questions do you think future students might have about this period in history? Discuss.
4. What issues need to be resolved in order for autonomy to become a reality? Have groups of students check recent media resources to determine the answer and present their findings. Direct each student to write an editorial that might appear in either a PLO or Israeli newspaper, presenting those issues and what should be done to resolve them.

HAWAII - PART I: MALAMA AINA

5. Why is the anniversary of the overthrow of Queen Liliuokalani a dark day for Hawaiians? How would you describe the U.S. presence on the island? Has statehood meant an improvement in the standard of living there? Explain.
6. Distribute the STUDENT HANDOUT (pg 4). Have students use their texts and other resources to complete some of the important dates in Hawaiian history. Have students share information, then add more important events in Hawaiian and world history to create a large, illustrated timeline to be posted around the classroom and referred to throughout this series.

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***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  BRAIN ACTUATED CONTROL
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1. BEFORE VIEWING: What actions do you control with your thoughts? How do you control these actions? Describe the steps that connect thought to action and result in your answer.

2. AFTER VIEWING: On what principles are the brain wave experiments based? What applications might there be for such technology? Consider both the military and civilian fields.

3. How does the brain function? Group students. Have each group use text sources to investigate the brain's functions and determine what operations each area of the brain specifically controls. Have groups present their findings in the form of illustrated wall posters.

4. What is "visualization"? How can it be measured and harnessed? Review the video and have students volunteer to explain:
   a. How the "brain wave" system works.
   b. In what areas of the brain the subject is attempting to stimulate activity and why.
   c. In what areas she is trying to suppress activity and why.

   What do scientists suspect is the relationship between visualization and sight? How might a better understanding of this relationship help scientists harness "brain power"? Discuss.

5. What possible applications might there be for the technology demonstrated in the video? Group students. Have each group choose an area of human activity where controlling machines is vital to task completion. Recommend to groups such areas as medicine (prosthetics, surgery); transport (flying, driving); or manufacturing (heavy machinery, computer chip manufacture). Groups should brainstorm:
   a. How brain wave technology would be applied in their chosen area to improve efficiency or ease operation.
   b. What specific tasks should or could be "thought tasks" and what should remain in the domain of action.
   c. What fail-safe procedures would be necessary for the protection of the "thought" operator and others.
   d. What kinds of training programs or aptitudes would make for successful "thought operators."

   Have groups create video or model simulations or prepare pictorial posters to demonstrate their ideas. Share/critique group ideas. To what extent is "thought operation" a labor saving procedure? Discuss.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

feedback bar suppressed response sensors brain actuated control

STUDENT HANDOUT: HAWAII HISTORY

DIRECTIONS: Below are listed some important events in Hawaii's history. Use your text and other available resources to help you fill in the incomplete dates.

500-1000 (?): Hawaiian Islands are settled by Polynesians who may have arrived from Tahiti.

1778: Captain James Cook, an English explorer, visits the islands and names them the Sandwich Islands for the Earl of Sandwich.

1795: _____

_____

1840: King Kamehameha III proclaims constitution.

1848: Feudal landholding system broken up by the Great Mahele, or division of land.

1849: _____

_____

1893: Revolutionists dethrone Queen Liliuokalani.

1894: _____

_____

1898: _____

_____

1941: _____

_____

1959: Hawaii becomes 50th state of the United States.

1974: George Ariyoshi becomes first Japanese-American to be elected Governor of a U.S. state.

Share your answers. Add other important dates and events to create a Hawaii History Timeline and post it in your classroom.

Tuesday, May 3, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		*** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. ***	
OPENING	1		:45
TOP STORY	2	The ANC and President-elect Nelson Mandela celebrate victory in South Africa.	4:55
WORLD REACTIONS	3	Governments and leaders around the world react to the end of apartheid.	:30
OUR WORLD	4	What legacy will Nelson Mandela's remarkable journey bestow on the next generation of South Africans?	2:50
DID YOU KNOW?	5	Eight major islands comprise the Hawaiian chain...	:30
INTERNAT'L DESK	6	(PART II in our series "MALANA AINA") All is not paradise in Hawaii, say the proponents of Hawaiian sovereignty.	5:05
CLOSE	7		:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

concede subversive legitimize status quo political spectrum

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SOUTH AFRICA ELECTION RESULTS

Unofficial Totals Votes counted = 9,809,255 (42.6%)

Party	Votes	National Assembly Seats	%
ANC	6,196,264	253	63.1
National Party	2,292,209	94	23.3
Inkatha	594,435	24	6.0
Others	726,347	30	7.6

Source: Independent Electoral Commission

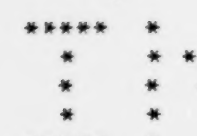
SOUTH AFRICAN ELECTIONS

1. Using the latest statistics available from the Independent Electoral Commission count of the South African elections, have students project the likely composition of the new South African National Assembly. From what areas of the country are untabulated votes most likely to come? How might these votes change your projections? Is this election too early to call? Why? Why not? Explain.
2. What should be the main priorities of the new South African government? How should it go about addressing these priorities? Group students and distribute the HANDOUT (pg 4). Have groups complete the HANDOUT by:
   a. Listing issues pertinent to a successful future for the country.
   b. Prioritizing these issues by category, overall.
   c. Proposing plans to implement necessary policies addressing the primary issues.

   Have groups discuss what means would have to be at the government's disposal for proposed programs and policies to be put into effect. Discuss groups' proposals and possible pitfalls that might face the government in the process of implementation.
3. Ask students: How would you celebrate the results of the South African election? Discuss.

SOUTH AFRICA - NEW GENERATION

4. How are today's South African students part of a living history lesson in western-style democracy? According to the video, what is the general reaction among students to the events of the past week in their country? What impact will the changes in South Africa have on their education? On the education of their children?
5. How are South African textbooks and the teaching of South African history under review? Challenge students to find references to South African history in text sources at your school and rewrite them from the point of view of one of the populations recently enfranchised. Share students' writings. To what extent is history a constant process of revision? What can be gained or lost by changing the perspective whereby we view past events?



May 3, 1994 (3)

***** DESK: HAWAIIAN SOVEREIGNTY

1. BEFORE VIEWING: How did the United States acquire the Hawaiian Islands? How did Hawaii become a state?

2. AFTER VIEWING: What is sovereignty? Why have several sovereignty movements sprung up in Hawaii?

3. What aspects of Hawaiian culture make it unique among U.S. states? Divide students into groups and have each group choose one of the following topics: language, food, music, religious beliefs, customs. Have each group research its topic, then present an in-depth report to the class. Encourage students to use audio, visual and other aids in presenting their information. How does this unique culture, combined with the history of Hawaii, make sovereignty a very appealing option for many Hawaiians? Discuss.

4. How is the status of the Native Hawaiian different from that of the Native American in the U.S.? What is a "ward of the state"? Have groups of students research wardship status and report their findings to the class. Why was the status of ward created? How is it different from citizenship? Are there any other people who are wards of the U.S.? Discuss.

5. Working in small groups, have students use the video and other resources to find out more about the different sovereignty movements on the islands. What are their long-term goals? How well organized are they? Who are their leaders? Have each group present their information in a class discussion. Then have each group conduct a brainstorming session to produce a compromise that the Clinton Administration could offer all Hawaiians. Which groups might favor such a compromise? Discuss the possible outcomes.

6. If you were a candidate for local office in Hawaii, how might you address the issue of sovereignty? Generate a class discussion about the pros and cons of sovereignty for the people of Hawaii. What benefits do Hawaiians currently enjoy as a result of statehood? How has statehood affected their people and culture? Direct each student to use these ideas to draft a speech on his/her position on the issue of Hawaiian sovereignty and read that speech to the class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

sovereignty Ka Lahui Hawaii wardship "nation within a nation"

STUDENT HANDOUT: SOUTH AFRICA - THE FUTURE

DIRECTIONS: What should be the main priorities of the new South African government? How should this government, when empowered, go about addressing these priorities? Complete the chart below by:

a. Listing all of the issues you can think of for each category.
b. Numbering those issues by priority.
c. Numbering each category by priority.
d. For each of the #1s in each category, propose a plan to implement necessary policies to address the issue.

Category / Priority	Issues / Priority	Policies for implementing the most important issues.
New Constitution and political representation		
International Relations		
Domestic Economic Development		
Education, Health and Welfare		

What means will need to be at the government's disposal in order for the programs and policies you have proposed to be put into effect? What opposition might your programs face? From whom? Why? How would you shift priorities to deal with such opposition? How would you build a consensus for your policies? Discuss.

****** *** *** * Wednesday, May 4, 1994
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********** *** *** ANCHOR DESK

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* Relive the Battle of Gettysburg and share in live discussions *
* with historians as they talk about the battle and its importance.*
* Join Turner Adventure Learning for "Time Machine to Gettysburg" *
* on May 18, 19, 20. Call 1-800-344-6219 for more information. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		*** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. ***	
OPENING	1		:45
TOP STORY	2	Israeli government and the PLO resolve last details of the self-rule agreement.	3:30
GLOBAL FORUM	3	Last night U.S. President Clinton discussed international issues with journalists from around the world in a televised global forum.	1:30
NEWSFACT	4	Women's rights advocate Gloria Allred on price discrimination	:30
BUSINESS DESK	5	Studies show that women are often charged more than men for similar consumer services.	2:30
DID YOU KNOW?	6	Hawaii's population is approx. 1.2 million. Only 10,000 people are pure-blooded Hawaiian.	:30
*** NOTE: Spelling of the title for the CNN NEWSROOM Hawaii series has been corrected. We sincerely apologize for this error. ***			
MALAMA AINA	7	(PART III in our series) 12 year old Noa Deguair is an Ali'i Nui, Hawaiian royalty.	5:00
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Queen Liliuokalani Lakota Sioux Kalokuokamaile Abigail Kawanamaka
Kepua Nui Kamehameha Elizabeth Kekaaniau Hosni Mubarek Iolani

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TOP STORY - ISRAEL / PLO AGREEMENT

1. What is Egyptian President Hosni Mubarek expecting for his 66th birthday? Who is to give it to him? How is the location chosen for the signing of this latest agreement significant? Discuss the role Egypt has played in both brokering and cementing a lasting peace in the Middle East.
2. Why do Israeli settlers in the newly formed Palestinian State have misgivings about their own change in status? What would you say or do to calm their fears and help maintain peace?
3. Group students. Ask each group to imagine that it is a task force composed of both Palestinian and Israeli representatives. To each group assign an area of the new Palestine or one of the Israeli settlements in the area. Have groups:
   a. ASSESS the reasons for the opposition between the two factions and PLAN one of the following -- EITHER:
   b. A public relations campaign designed to inform and reassure settlers and Palestinians alike of the changes that are about to occur in the territories; OR:
   c. A police training manual outlining procedures to be followed in keeping law and order and treating all regional inhabitants fairly; OR:
   d. A conference center where residents and settlers could come to discuss their fears, find solutions to problems and begin a dialog with members of the opposing faction.

   Reconvene the class. Share groups' ideas. To what extent does the future of the peace process rest with the people who have to live under it? What would be the best course of action for both governments to take to ensure a peaceful transition?

GLOBAL FORUM

4. What issues did President Clinton address in his global forum? From his statements predict the future course of U.S. international involvement. In what areas of the world might such involvement occur? Explain the rationale for your answer.

MALAMA AINA - (PART III) NOA

5. Who is Noa Deguair? What makes him a royal chief? Who recognizes his sovereignty? Why? How are bloodlines and heredity an important part of monarchic societies? Is a birth right a legitimate qualification for leadership? Explain your answer.
6. How is Noa Deguair descended from Keoua Nui? Have students observe the video carefully, noting the relationships between Noa Deguair and his relatives. After viewing, have students draw as complete a family tree of this Hawaiian royal family as they can. Group students to further investigate Hawaiian royal traditions and families, adding their research to the information from the video to create a class resource.

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DESK: GENDER PRICING

1. BEFORE VIEWING: What factors help to contribute to the cost of a product or service?

2. AFTER VIEWING: What is gender pricing? With what goods or services is it often found? According to the video, how do some businesspeople defend this practice?

3. What is one legislator trying to do about gender pricing? Do you think such legislation is feasible? Divide students into groups. Have each group devise the framework for a law that would outlaw price discrimination in the marketplace and ask groups to include penalties for breaking their laws as well. As each group shares its ideas, have the rest of the class critique each law's effectiveness. Are there any "loopholes?" If so, how could they be closed? Discuss.

4. Is there evidence of gender pricing among the businesses in your community?
   a. Distribute the STUDENT HANDOUT (pg 4) to groups. Direct each group to investigate the prices of the goods and services listed on the chart. Instruct them to add any more goods/services to the chart that they wish to investigate and record all prices.
   b. If students find a particular item or service where there is a price difference, have them interview the businessperson to find out why.
   c. Have groups bring their findings back to class.

   What, if any, evidence of gender pricing exists? What explanations were offered for the price difference(s)? Do students think that gender pricing is ever justifiable? Discuss.

5. Some consumer advocates charge that price discrimination often occurs in the purchase of "big ticket" items, such as cars, meaning that women often pay more for their cars than do men. How can women avoid this practice? Invite a local auto dealer to speak to students on what any informed consumer should know when purchasing a car. Have students take notes. Then have the class work in groups to write, edit, illustrate and produce a brochure entitled, "Buying a Car: What Every Smart Consumer Should Know." Provide copies to the school library.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

gender pricing price discrimination antiquated technology

STUDENT HANDOUT: GENDER PRICING

DIRECTIONS: Find out what any one business in your community charges for the following goods and services to males and females and record those prices on the chart below. Add any others products or services you wish to investigate in the last two blank spaces.

ITEM / SERVICE	PRICE FOR MALES	PRICE FOR FEMALES
HAIRCUT		
DRY CLEANING (ONE SHIRT/BLOUSE)		
FORMAL WEAR RENTAL (DRESS VS TUX)		
HEALTH & BEAUTY (DEODORANT, HAIR PRODUCTS, ETC.)		

Is there any evidence of gender pricing? Explain.

If you find a difference in price between goods/services to males and females in one business, interview the businessperson to find out why. Do you think there are times when gender pricing is legitimate? Why/Why not?

Thursday, May 5, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
TEACHERS: DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED			
OPENING	1		:45
TOP STORY	2	The historic Palestinian autonomy agreement is signed in Cairo.	4:40
HEADLINES	3	A South Africa election return update...	:30
SCIENCE FACT	4	When did humans first land on the moon? July 20, 1969	:30
SCIENCE DESK	5	"Clementine" has sent back some fantastic pictures of the moon's surface.	2:30
HAWAIIAN CULTURE	6	Hawaiian history had been passed down through musical chants, often accompanied by this culture's unique musical instruments.	:45
MALAMA AINA	7	(PART IV in our series on Hawaii) Hawaiians struggle to preserve their native tongue.	4:35
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

mediator Jericho boycott Punana Leo resurgence lexicon

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TOP STORY - ISRAEL / PLO

1. Why did the signing of the agreement on Palestinian autonomy almost not take place? With what part of the accord did PLO Chairman Yasser Arafat have a problem? What are the other "sticking points" of this agreement?
2. What did Arafat mean when he called the accord "a first step" toward the future? What issues remain to be addressed?
3. Have students work in groups to determine the outstanding issues connected with a lasting Middle East peace, then discuss their ideas in class. Write these on the board. Then have the class prioritize these issues -- which ones should be addressed first, second, and so on. Encourage students to follow the news to determine how and when each issue is addressed, as well as its resolution.
4. In spite of yesterday's signing, why is fear still a prevalent emotion among Israelis? How might this fear fuel right-wing objections to the accord? Why are some people calling the signing a "tragedy for Israel"?
5. Divide students into groups and have each group research to determine what political parties and factions are influential in Israel. Have groups exchange information. Then have each group choose one of the parties or factions and investigate its position on Palestinian autonomy. Direct each group to report its findings. Draw a political "spectrum" on the board and lead a class discussion to determine where each party fits, from "far left" to "far right." What are the reasons why each extremist group believes what it does?

HAWAII - MALAMA AINA (PART IV)

6. What factors have contributed to a slow death of the Hawaiian language? What are some educators trying to do to preserve the native tongue? Do you think this is a good idea? Explain.
7. Challenge students to find examples of other "dying languages" representing different cultures. What steps, if any, are taken to preserve these languages? What does civilization lose when a language is no longer spoken? Discuss.
8. What might be some of the pros and cons of attending a school where all classes are taught in one language? Have students break into groups and discuss among themselves the benefits and problems associated with the kind of education described in the video. Reconvene the class and have groups share their ideas. Pose this question: If you were a member of a culture trying to preserve its language, and you lived in a multicultural society, would you want your children to attend a school like Punana Leo? Have students state their rationale.

EXTENSION: Have students discuss whether they believe some public schools should promote one native language in the interest of preserving that language. Challenge each student to write a position paper on the subject.

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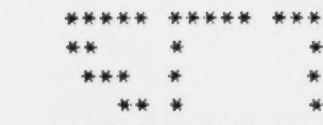

May 5, 1994 (3)

DESK: CLEMENTINE

1. BEFORE VIEWING: What can we learn from maps? How does mapping further our knowledge of an area's history and development?

2. AFTER VIEWING: Who built Clementine? How is Clementine different from most other satellites? Why are its capabilities so much greater than those of most NASA satellites?

3. What is the purpose of the Clementine mission? In an era of reduced defense spending, how might exploration missions such as this be an effective development tool for advanced defense industry technologies? Discuss.

4. What is the Internet? How could your school access Internet to view Clementine's pictures firsthand? Internet is partially accessible through America On Line (AOL) and through most state university systems. Have students contact science and technology departments at the closest state university, or use the bulletin boards at AOL, to determine if and how it is possible to access Clementine information. How does even the prospect of access to this type of information revolutionize the research process? How might systems such as Internet be used to improve the quality/quantity of scientific data analysis?

5. What information can we determine from examining pictures of the moon's surface? Divide the class into groups. Have each group find as detailed a map or picture of part or all of the moon's surface as they can. Encyclopedias or earth science texts are good sources. Distribute magnifying glasses and copies of the HANDOUT (pg 4) to groups. Each group should:
   a. Select an area of the moon's surface to study and divide that area among group members.
   b. "Map" their chosen area onto the grid on the HANDOUT. As students "map" their area, they should take careful note of relative crater size, crater age, (How could you tell?), and crater depth (based on shadow fall). Have students use magnifying glasses to gather as much information as they can.
   c. Each group should agree upon a color code or cipher system to denote their investigations.

   Have groups convene, share and analyze their results. Reconvene the class and compare researches. How might the more detailed images that Clementine can provide help clarify or further student research into the moon's history?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

Ballistic Missile Defense Organization Lawrence Livermore Labs

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STUDENT HANDOUT: MAPPING THE MOON

DIRECTIONS: What information can we determine from examining the pictures that you have found of the moon's surface?

1. Select an area of the moon's surface to study.
2. Using your magnifying glass, look carefully at the area you have selected. Mark coordinates on the grid below so that you will not "lose" your place.
3. Copy or "map" the main details of the area onto the grid below. Take careful note of:
   a. relative crater sizes,
   b. relative crater age (How could you tell?),
   c. relative crater depth.
4. Use a color code or cipher system in your notes to mark crater differences as you investigate.

Share your research with your group and your class. How might the more detailed images that Clementine can provide help clarify or further your research into the moon's history?

Friday, May 6, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. Congress votes to ban manufacture and sales of 14 types of assault weapons.	3:15
HEADLINES	3	REFUGEES FROM RWANDA POUR INTO TANZANIA...	:30
THIS WEEK	4	...Our Top Stories came from South Africa and the Middle East.	2:20
HAWAIIAN CULTURE	5	A highly visible part of Hawaiian culture. leis are made from flowers and feathers.	:30
MALAMA AINA	6	(PART V in our series) Hawaiians are once again taking pride in their culture.	4:35
NEWSQUOTE	7	"Everything passes -- robust art alone is eternal." Theophile Gautier (1811-1872)	:20
EDITOR'S DESK	8	Lonnie Holley has taken to new artistic heights the creed that one person's trash is another's treasure.	2:20
CLOSE	9		:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

Liko, Kawai and Kale Hoe Uli'Uli NRA centipede Jericho

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TOP STORY - U.S. GUN ISSUE

1. What was the final vote in yesterday's House of Representatives ban on assault weapons? How does the vote signify a victory for the Clinton Administration and a defeat for the NRA?
2. In political terms, what is a "lobby"? Have groups of students learn more about lobbying on Capitol Hill and how it affects the lawmaking process. Instruct each group to identify at least one other lobby, explain whom it represents and how it influences public policy. Have groups discuss their ideas in class. What methods might the NRA have used to lobby Congress to vote against the ban on assault weapons? On what occasions have other groups used similar methods? Are they effective? Discuss.
3. What arguments were made by people who opposed the ban on assault weapons? Have each student choose any one of those arguments and research to determine its validity. Challenge each student to write a position paper that supports or refutes their chosen argument.
4. Have students locate and read the text of the Second Amendment to the U.S. Constitution. Solicit their opinions on the following topics: Should there be limitations on the right to bear arms? If not, why not? If so, what should those limitations be? Divide students into the two opposing groups. Direct both sides to search for specific evidence--statistics, written opinions, for example--that supports their view. Have each side write an editorial providing the rationale for that position. Print both sides in the school paper.

THIS WEEK (SOUTH AFRICA, THE MIDDLE EAST)

5. Explain how both South Africa and the Middle East are experiencing somewhat of a rebirth now. What recent changes in both regions mark the beginning of a new chapter in their histories? What possible obstacles to peace and prosperity still exist on the horizon for both?

MALAMA AINA - PART V: CULTURE

6. After viewing the segment, ask students: What parts of your culture are most important to you? Have students write down their ideas. Then have each student "teach" a class in one aspect of his/her culture. Why is it so important to preserve these cultures for others? Discuss.

NEWSQUIZ (PG 4)

7. Have students match the descriptions and names on the NEWSQUIZ. Some names will be left over. ANSWERS: 1-King Kamehameha; 2-Yasser Arafat; 3-Hosni Mubarak; 4-Newt Gingrich; 5-Nelson Mandela; 6-Queen Liliuokalani; and 7-Bill Clinton. Using this information, have the class create a "Newsmakers" bulletin board that can be updated regularly.

DESK: JUNKYARD ART

1. BEFORE VIEWING: Is one person's trash another's treasure? Ask students to interpret this saying, substantiating their answers with examples form their own lives.

2. AFTER VIEWING: What is "junkyard art"? What do the art critics and curators interviewed in this segment think of the quality of Holley's work? Why? Agree? Disagree? Explain.

3. As students examine the pieces shown in the video, have them consider what each one might represent. After viewing ask students to imagine that they have an opportunity to talk with Mr. Holley about his work. Ask: What three questions would you want answered most? Have students share their questions. What artistic qualities are inherent in Holley's work? How has he created an art "world" from the world's castoffs? Discuss.

4. What is "found object art"? Challenge students to create their own art pieces by using one of the following methods:
   a. Create a photo essay on the subject of found object art. Students should seek as subjects arrangements of manmade objects that strike them as interesting or unusual.
   b. Using magazine photo clippings, create a montage of found pictures. Montages should illustrate aspects of each of the picture subjects: function, symbolism, material, etc.
   c. Create a found object sculpture, no one component of which is any larger than 2 inches in any dimension. It should be free-standing and may be painted.

   Exhibit students' art work. What distinguishes art from junk? How is found object art different from other forms of artistic expression? What does the medium have in common with other art forms? Discuss.

5. If you were Lonnie Holley's friend, how would you help him move his two acres of found object art pieces? Re-examine the video with the class, then gather students into small groups. Challenge each to devise a way of transporting all of the art works off the property and reassembling them exactly as they were, at another site. What logistical and managerial resources would be required? Where would you call upon free resources to help him move? Why? Have groups share and critique each other's proposals. Why is it important to Mr. Holley that his found art travel with him to his new home?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

salvage found object art flight path creative clutter junkyard

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**   * ****** **       ** ***** ***** *   *  * ******   05/06/94 (4)
* *  * *      *         * *     *   * *   *  * *     *
*  * * ****   *    *    * ***** *   * *   *  * *    *
*   ** *       *  * * *  *      * * * * *   *  *   *     "WHAT'S MY
*    * ******   **   **   ***** ***** *****  * ******     LINE?"
                                      *
```

DIRECTIONS: These names have appeared in this week's CNN NEWSROOM stories. Fill in the correct names below. You will NOT use all of them.

QUEEN LILIUOKALANI YASSER ARAFAT NEWT GINGRICH BILL CLINTON
NELSON MANDELA HOSNI MUBARAK F.W. DEKLERK YITZHAK RABIN
KING KAMEHAMEHA

1. This leader united all of Hawaii.

   ---

2. He almost refused to sign this week's historic autonomy accord.

   ---

3. The autonomy accord was signed in this leader's country.

   ---

4. This U.S. leader believes that tougher sentences will do more to stop crime than a gun ban will.

   ---

5. This former prisoner is the new President of South Africa.

   ---

6. This monarch was overthrown with the help of American businessmen in 1893.

   ---

7. He held a "global press conference" this week to discuss international policy issues.

Create a "Newsmakers" bulletin board for your classroom. Draw and cut out the continents and lay out a world map on the bulletin board. Secure pictures of these and other world leaders who have appeared on CNN NEWSROOM and pin them to the appropriate countries on the map. Update your bulletin board weekly.

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Monday, May 9, 1994

ANCHOR DESK

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* "Time Machine to Gettysburg" is a live electronic field trip to the actual battlegrounds. Educators...take your students back in time to relive and recreate what actually happened during this Civil War. Call 1-800-344-6219. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The Clinton Administration eases its policy on Haitian refugees.	6:00
HEADLINES	3	FIERCE FIGHTING CONTINUES IN YEMEN...	:30
FUTURE DESK	4	In the future, the big screen may be more accessible to the hearing-impaired.	3:00
DID YOU KNOW?	5	Parts of North America will experience a solar eclipse tomorrow.	:30
ECLIPSE WATCHING	6	There are safe ways to "watch" Tuesday's solar eclipse.	2:55
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

repatriate — retina — mylar — "eclipse paranoia"
Raoul Cedras — asylum — Jean Bertrand Aristide
William Gray — blockade — pin hole camera

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TOP STORY - U.S./HAITI

1. What tougher action did the United Nations vote to take in dealing with the situation in Haiti? Describe the political situation in Haiti that has led to this action. How are Haitians reacting to the U.N.'s decision?
2. According to the new policy, under what conditions would a Haitian refugee be allowed to enter the U.S.? Explain the difference between a "political" and an "economic" refugee. Will the new policy result in MORE or LESS Haitians coming into the U.S. Why? Why do you think so many Haitians are willing to risk their lives to emigrate to the U.S.?
3. Divide the class into three groups. Assign to each one of the following policy objectives in the new U.S./Haiti policy:
   a. To better enforce U.N. sanctions against Haiti
   b. To increase humanitarian assistance for Haiti's poor
   c. To provide more human rights monitors

   Have each group discuss ways of accomplishing its assigned objective, then share their ideas with the class. If the objectives are met but the Haitian military continues to deny President Aristide the right to hold office, what do students think the U.S. and U.N. should do next? Discuss.

ECLIPSE WATCHING

4. At approximately what time of day will Tuesday's solar eclipse occur? What region of the world will have the best view?
5. Why do experts advise the curious never to look directly at a solar eclipse? Invite a local eye doctor to address the class on the sun's potential for damaging the eyes, not only during an eclipse, but at any time. Have students prepare questions in advance regarding sun safety and take notes throughout the doctor's presentation. Then have students work in groups to write, edit and illustrate an informative brochure entitled: "Sun Sense: Protecting your Eyes." Have the class distribute copies to students throughout the school.
6. Review the video with students. Divide the class into groups. Challenge each group to create one of the "safe viewing" instruments presented in the video. Before the eclipse, have each group briefly present its instrument and explain how it works. Then set up "viewing stations" outside and allow students to "observe" the eclipse via each different method..
7. What is the "eclipse paranoia" described in the video? How do you think people in ancient times observed eclipses? Working in small groups, have students research the different perceptions of solar eclipses throughout the centuries. What legends and stories attempted to explain the event? Have groups share their findings. After all presentations are complete, challenge each group to create a legend or tapestry-like wall hanging that depicts what might have happened as the ancients observed an eclipse.

DESK: HEARING IMPAIRED THEATER

1. BEFORE VIEWING: What is "closed captioning"? Whom does it serve? How does it work?

2. AFTER VIEWING: Describe the theater captioning devices shown in the segment. How are they similar/different? How do these devices open theaters to the hearing impaired?

3. BEFORE VIEWING the segment separate the class into two discrete rooms. Then:
   a. Show a video segment to half the class without sound. Challenge students to determine, in detail, what the segment was about and write their answers.
   b. Show the same segment to the other half of the class, eliminating the video portion, allowing students to hear the soundtrack. Challenge this group to deduce what pictures accompanied the sound and write or draw their ideas.
   c. Reconvene the class. Pair students, one from each group. Have pairs share notes and "reconstruct" the segment.

   Share responses. Replay the video with sound AND pictures. How accurate were students' responses? What difficulties did the elimination of one part of the program present? How might such difficulties be minimized using other senses?

4. WHILE VIEWING challenge students to write down verbatim as much of the verbal content of the segment as they can. AFTER VIEWING discuss how having to "transcribe" the segment interfered with students' enjoyment and understanding. How might this experience parallel that of the hearing impaired? Discuss. Based on this discussion have groups critique each captioning system shown in the segment and decide on one they prefer and why. Share groups' results. Ask: What other applications might your choice have for the hearing impaired and for others?

5. How might relating visual experiences to all other senses help further the enjoyment of that experience for the sensorially impaired? Distribute the HANDOUT (pg 4). Have each student complete it by designing a system/systems for a visual program that appeals to all senses. Challenge students to devise and perform simple demonstrations showing how their ideas might work in a public forum. How might future entertainment media harness students' ideas to broaden entertainment experiences for all audiences?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

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STUDENT HANDOUT: MULTI-SENSORY THEATER

DIRECTIONS: Choose a favorite play, movie or TV program. Write the title and a brief synopsis of your chosen work below.

PLAY / MOVIE / T.V. PROGRAM TITLE: _____

BRIEF SYNOPSIS: _____

Imagine this: You must create an all-sensory version of your choice that could appeal to any audience, sensorially impaired or not. Devise a way to deliver sensory data to each of the senses appropriate to your program at one point or another, enhancing its experience for the audience. Write your ideas below.

SMELL:

TOUCH:

TASTE:

SIGHT:

SOUND:

Pick one of your ideas and devise a simple demonstration about how it might work in a public forum, such as a theater. How might future entertainment media harness yours or other students' ideas to broaden entertainment experiences for all audiences?

Tuesday, May 10, 1994

ANCHOR DESK

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* View the Battle of Gettysburg, a live, three-day electronic field trip experience next week. Join Turner Adventure Learning for "Time Machine to Gettysburg." Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	From prisoner to president, Nelson Mandela appears in public for the first time as South Africa's new leader.	3:55
NEWSFACT	3	A brief biography of Nelson Mandela	1:00
INT'L DESK	4	Can the 75 year-old President Mandela achieve his stated goals for South Africa?	3:50
HEADLINES	5	PANAMA ELECTION RESULTS	:30
LOOK AHEAD	6	STARTING TOMORROW: EVOLUTION OF APPALACHIA	:30
OUR WORLD	7	It's Sunday morning in West Palm Beach. Jennifer Hawkins, 15, is hard at work as America's youngest radio talk show host.	2:55
CLOSE	8		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

media celebrity Thabo Mbeki Desmond Tutu Mahatma Gandhi

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TOP STORY - SOUTH AFRICA

1. Why is U.S. Vice-President Al Gore in South Africa today? Where will Nelson Mandela take the oath of office? What is ironic about the event taking place at this location?
2. Distribute the STUDENT RESOURCE (pg 3) and have students read the information on the life of Nelson Mandela. Divide the class into groups. Challenge each group to use this and other resources to prepare then present a brief biographical program that might appear on South African television today, Inauguration Day. How might future generations remember this day and this leader? Discuss.

INTERNATIONAL DESK:

3. According to Dr. Richard Joseph, in what way is Nelson Mandela a "human miracle"? Define the "moral authority" Dr. Joseph attributes to Mandela. Can you think of any other world leader who enjoys moral authority both inside and outside his/her country? Explain.
4. Does Dr. Joseph believe that President-elect Mandela will be able to accomplish all his campaign goals? Explain. Have groups search recent media to find out the promises Mr. Mandela made to the people of South Africa, then share their findings. Which promises will be most difficult to keep? Why? Discuss.

OUR WORLD - TEENAGE D.J.

5. Who is Jennifer Hawkins? What impresses you most about her radio style and manner? Compare Ms. Hawkins show with local talk shows in your area. Do you think she would be able to compete successfully in your radio market? Why? Why not?
6. What does it take to be a successful radio host? Distribute the HANDOUT (pg 4) for students to complete. Pair students and challenge them to produce talk show demo tapes, incorporating the ideas they identified on their HANDOUT. Teammates should cooperate, aiding each other in making tapes. Alternatively, students may choose to perform a "live interview" in front of the class. Share students' work in a class "radio jockey" contest. Discuss the merits of each performance, then ask the class to select three students whom they consider could most likely succeed as future radio hosts.

WORLD LEADERS

7. How old is Nelson Mandela? Working in small groups, have students find his and other world leaders' ages and share their findings. Do students think Mr. Mandela's age will affect his ability to lead? How does his age compare with that of other world leaders? What kinds of preparations do you think an older leader should consider upon assuming power? Discuss.

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*****  **    **    *                                  May 10, 1994 (3)
*      *  *  *  *  *
*      *   * *   * *                        NELSON MANDELA: PROFILE
********    **    ** STUDENT RESOURCE:  OF THE NEW PRESIDENT
```

Nelson Rolihlahla Mandela was born on July 19, 1918, near Umtata, Transkei, South Africa. He renounced his right to succeed his father as chief of the Tembu tribe in order to pursue a political career.

In 1940, Nelson Mandela was expelled from college for organizing a student strike. He continued his law studies by correspondence and obtained his degree from the University of South Africa in 1942. Two years later he joined the ANC (African National Congress), the longest standing black liberation organization in South Africa. He soon rose to a position of leadership within that group.

For almost 20 years, Mr. Mandela worked to unite the different resistance factions and to organize anti-government protests. In December 1956 he was tried, with 156 others, on charges of treason. The case, lasting almost 6 years, resulted in the acquittal of all the defendants.

After the 1960 massacre of thousands of unarmed protesters, Mandela became a fugitive. He was caught and arrested again in August 1962 on charges of inciting a strike and traveling without proper documents. Additional charges of sabotage and leading an underground wing of the banned ANC resulted in a life sentence in June 1964.

International and domestic pressure forced the release of Nelson Mandela from prison 27 years later. It was at this point that he began meeting with other world leaders to help force an end to apartheid. He made a world tour in June 1990, addressing the United Nations in New York, meeting with U.S. President George Bush, and speaking before a joint session of the U.S. Congress.

International sanctions, along with a commitment from South African President F.W. deKlerk, finally brought down apartheid. In 1993, deKlerk and Mandela shared the Nobel Peace Prize for their joint efforts toward making South Africa a multiracial democracy.

In May 1994, after the first free elections ever held in South Africa, the 75 year-old Nelson Mandela was elected his nation's first black President.

----------CNN NEWSROOM: RELIABLE SOURCES----------

Adapted from: ACADEMIC AMERICAN ENCYCLOPEDIA, Grolier Electronic Publishing, 1994; COMPTON'S ELECTRONIC ENCYCLOPEDIA, America Online, May 1994.

STUDENTS HANDOUT: D.J. FOR A DAY

DIRECTIONS: Imagine that you have your own radio talk show. Whom would you invite as speakers? What topics would you put on the air? How would your show stand out from the rest? Complete the questions below to prepare you for the class "radio jockey" contest.

Whom, among your circle of friends and acquaintances, do you think would make interesting radio talk show guests? Why?

What questions would you ask them? How would you follow up?

What topics would you cover in your first show? How would you present each topic in a manner that would encourage a listener to call in to comment or ask questions?

What would you call your show?

What would be your theme music?

If you could have any guest on your show, who would you pick?

What 3 questions would you most like ask this guest?

Wednesday, May 11, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	South Africans celebrate a new era with music, dance and song.	4:00
HEADLINES	3	SKIES DARKEN IN U.S. ECLIPSE... PLO POLICE BEGIN TAKING CONTROL OF GAZA...	:45
NEWSQUOTE	4	"Manners maketh man." - William of Wykeham English Statesman (1324 - 1404)	:30
BUSINESS DESK	5	Politeness is a key to good business in the tourism industry.	2:35
LOOK AHEAD	6	HONG KONG: End of an Empire -- 3:30 pm ET Friday 1930 GMT	:20
WHERE IN THE WORLD?	7	Facts about The Appalachian mountain range in the Eastern United States	1:00
CHANGING FACE OF APPALACHIA	8	(PART I in our series) The resources that once spurred Appalachia's economy have been depleted, causing residents to leave the area.	4:05
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

oppression indignity jacaranda trees bushveldt Rainbow Nation

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TOP STORY - SOUTH AFRICAN CELEBRATIONS

1. What work has President Mandela begun by taking the South African oath of office for the Presidency? What difficulties will face him, his government and supporters along the way as he begins his mission to radically change the structure of society in his country?
2. What does President Mandela mean when he speaks of the future S. Africa as a Rainbow Nation? What other nations might be similarly characterized? How might the new South African government learn from these countries and their policies?
3. In small groups, have students use available media resources to review the events that have led up to this historic day in South Africa. Then challenge each group to write lyrics for a national anthem for the "new" South Africa. As a class, vote on the set of lyrics that best expresses the country's journey to democracy. Post the winning lyrics in the class.

THE CHANGING FACE OF APPALACHIA (PART I)

4. Where is the Appalachian region? Gather students into small groups and distribute U.S. maps.
   a. Have groups use the map to identify "Appalachia" as if it were a separate country with borders. Groups may choose to trace the outline of the region.
   b. Pose this scenario to the class: If Appalachia was a separate country, what would be its resources, imports, exports, population, geography, ecology, capital, etc.? Have each group create a data file on their "country."
   c. Have groups share their research and their definitions. Ask: How does Appalachia as a region in the U.S. differ from your "country"? What is unique about the region among the whole U.S.?
5. From whom are the current population of the Appalachian Mountains descended principally? Why might their forebears have chosen to settle there? How has industry and the search for raw materials impacted how Appalachian residents live today? Given the past and current resources of the area, explain why this region's economy lags well below national averages. How would you solve this problem?
6. WHILE VIEWING ask students to imagine what it might be like to live year round in the Appalachian mountains. Distribute art materials and large sheets of plain paper. Have students fold the paper into quarters, each quarter representing a season. Then ask them to imagine that each quarter of their paper is their bedroom window and to draw the scene from that window at different times of year. Display students' art works. Why are people who are born in the mountains, like Walter King, drawn back to them? What drives them away?

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***** *   * ***** ***** *     * ***** ***** *****   May 11, 1994 (3)
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*   * *   *    **   *   *   * * *       **    **
***** ***** ***** ***** *     * ***** ***** ***** DESK:  POLITENESS
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1. BEFORE VIEWING: What does the expression "The customer is always right" mean? Do all businesses practice this axiom? Explain. How do some businesses put this axiom into practice?

2. AFTER VIEWING: How are hotels in Miami responding to the challenge of improving their "manners"? What kinds of lessons are tourism workers learning as they prepare for the travel agents' convention? Why is it so important that the workers make a positive impression on these guests?

3. Why are courtesy and service so important to the travel and tourism industry?
   a. Have students work in groups to devise questions for a consumer survey on the travel and tourism industry. Groups will want to find out what consumers like/dislike about traveling and how hotels and motels can make the traveler's stay more pleasant.
   b. Review groups' questions with the class, then have them select the best ones, along with an objective means of measuring responses (e.g., having respondents rank survey statements in order of preference).
   c. Have the class compile a questionnaire, distribute it randomly and collate the results.

   Lead a class discussion to determine what the consumer wants from his/her travel experience and how the industry can best accommodate those needs. Ask students to think about airline, hotel and rental car ads they have seen or heard recently. Was service a predominant theme? Discuss.

4. According to the video, communication is at the core of many service complaints. What should a person do when faced with poor service? Challenge students in small groups to create and role play poor service situations and ways that each should be handled. Discuss: Is the customer always right? What happens when a customer acts irresponsibly? How would you handle it?

5. Using the STUDENT HANDOUT (pg 4), have each group of students select and patronize any three businesses and comment on the service. Have groups share their experiences and discuss how expectations may differ among consumers. Ask: What standards should businessowners set regarding service?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

travel agents courtesy tourism front desk lobby rude

STUDENT HANDOUT: COURTESY AS A COMMODITY

DIRECTIONS: Why is courtesy so important in business, especially in the service industries? Patronize 3 businesses in your area during 1 week. Below, write the business's name and location and describe the nature of each business (services that business provides.) Then comment on the overall service you received there. You will want to consider how you were treated, whether the staff was knowledgeable, if "honest mistakes" were quickly corrected and other concerns. Record your comments on this handout, using the back if necessary.

BUSINESS #1:

NAME:_____ LOCATION:_____

NATURE OF THE BUSINESS:_____

SERVICE COMMENTS:_____

BUSINESS #2:

NAME:_____LOCATION:_____

NATURE OF THE BUSINESS:_____

SERVICE COMMENTS:_____

BUSINESS #3:

NAME:_____LOCATION:_____

NATURE OF THE BUSINESS:_____

SERVICE COMMENTS:_____

Relate your experiences to the class. Do you think that service expectations differ among consumers? Explain. What kinds of standards should businessowners set for their establishments regarding customer service and courtesy?

Thursday, May 12, 1994

ANCHOR DESK

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* The Battle of Gettysburg...research the art, literature, photography and culture. Join Turner Adventure Learning for an electronic field trip to the Gettysburg Battlefield, and witness history live. Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Civil war has broken out in Yemen.	3:20
HEADLINES	3	U.N. AND U.S. CONDEMN HAITIAN PARLIAMENT'S INSTALLATION OF NEW PRESIDENT...	:30
SCIENCE FACT	4	When was Earth's "Jurassic" period? About 205 - 138 million years ago	:30
SCIENCE DESK	5	A new scientific discovery from the Jurassic Period seems as curious as fiction.	2:10
NEWS QUOTE	6	Appalachian author Carson Brewer talks about the people of Appalachia.	:45
CHANGING FACE OF APPALACHIA	7	(PART II in our series) "Land trust" is one Appalachian community's recipe for renewal.	4:50
GEOGRAPHY CONTEST	8	Congratulations to 15-year-old Jason Spanel, a first-place winner in the American Express Geography Competition.	1:30
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

scud missiles San'a Marxist Islam land trust lease heir

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TOP STORY - CIVIL WAR IN YEMEN

1. What conditions precipitated the outbreak of war between North and South Yemen? What social/economic characteristics of each region have made reunification difficult, if not impossible? How do the country's two top leaders personify the conflict that is plaguing their nation?
2. Review this segment with students. Have them use the background information given at the beginning of today's TOP STORY, as well as data from other available resources, to create a History of Yemen timeline. Assign a time period to each group of students and have them research important events in Yemen's history that occurred during the assigned period. Have groups share their efforts, then combine them into a large timeline. Post it in the classroom and use as a reference tool as you discuss unfolding events in Yemen.
3. Have students locate the nation of Yemen on a world map and discuss its strategic importance. Ask: How could civil unrest in Yemen have a "domino effect" on other nations in the region? Challenge each group to choose one of those nations and investigate the political and economic consequences to that nation if Yemen becomes entrenched in all-out civil war. Have groups present their findings in a class discussion. Ask: What serious problems could crises in this region cause for world trade and commerce?

APPALACHIA - PART II: LAND TRUST

4. What problems were created in Appalachia when coal began to run out? How did these problems affect residents' lives? What are the people of Rose's Creek, Tennessee, doing in response to this crisis?
5. How does the land trust program work? Why was it started? How might a program such as this have positive economic ripple effects on the rest of the community?
6. Residents hope to make the land trust totally self-sufficient. What would this entail? Review the video with the class. Generate a discussion about the things residents of the land trust are doing to make their community self-sustaining. Then lead a class brainstorm session of other ideas the land trust could pursue toward that goal. Have the class determine which ideas are feasible and discuss how each could be achieved.

GEOGRAPHY CONTEST

7. Who is Jason Spanel? Describe his winning project. What prompted him to create this wetland? Do you agree with Jason when he says that one person can make a significant contribution to the environment? Explain.

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DINOSAUR DISCOVERY DESK:

1. BEFORE VIEWING: How are dinosaur remains differentiated one from another? Once a dinosaur species is identified, how do paleontologists determine characteristics of the living animal?

2. AFTER VIEWING: How is Cryolophosaurus unique? What theories of global plate tectonics are affirmed by its existence?

3. How did Cryolophosaurus Ellioto get its name? What does it mean? In groups, have students investigate and "interpret" the origins of the names of the many species of dinosaur known today. Challenge groups to create a name for a hypothetical dinosaur discovered in their neighborhood, then share and critique their ideas.

EXTENSION: Have groups investigate the geological history of their area and hypothesize what kinds of dinosaurs might have lived there. Ask: How might this information cause you to reconsider the name you have given to your "local" dinosaur?

4. Discuss with students the theory of plate tectonics. Where does the continent of Antarctica fit within this theory? How does the discovery of dinosaur fossils on Antarctica indicate that the continent was once contiguous with other land masses and habitable? Given what has been identified, so far, about Cryolophosaurus, have students conjecture (a) the kinds of other animals or climatic conditions that might have existed in Antarctica during the Jurassic Era and (b) where in the world Antarctica might have been relative to its current location.

5. What characteristics have been attributed to Cryolophosaurus? How have they been determined? Distribute the HANDOUT (pg 4) and ask students to imagine they have found three fossil bones of an unknown species of dinosaur: a left thigh bone, part of the lower jaw and a finger or hand bone. Using the chart on the HANDOUT, have students identify and explain characteristics of different animal types as identified by their bone structure. Share and discuss student ideas. Distribute art materials and have students:
   a. Check off in the boxes on the HANDOUT the characteristics they would choose for a hypothetical, as yet undiscovered, dinosaur.
   b. Create a set of scale drawings of the "found" bones.
   c. Describe and draw a picture of their dinosaurs.

   Display and discuss students' works in class.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

Mount Kirkpatrick crested dinosaur skeleton South Pole

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STUDENT HANDOUT: DINOSAURUS STUDENTUS

DIRECTIONS: Imagine that you have found 3 fossil bones of an unknown species of dinosaur: a left thigh bone, part of the lower jaw and a finger or hand bone. What could you deduce from these remains about the animal from whence they came? Look at the list of animal characteristics below. Describe how each characteristic would affect the structure of the bones from your fossil animal.

ANIMAL CHARACTERISTIC	HOW THIS CHARACTERISTIC WOULD BE MANIFESTED IN THE ANIMAL'S BONE STRUCTURE	CHECK HERE
Carnivore / Herbivore		Carn. / Herb.
Warm / Cold blooded		Warm / Cold
Slow / fast moving / running		Slow / Fast
Aquatic / land-based		Water / Land
Lived in a warm/ cold climate		Warm / Cold
Large / small size		Large / Small
Uther (identify)		

In the boxes provided, check off the characteristics that you would choose for a hypothetical, as yet undiscovered, dinosaur. Create a set of scale drawings of the bones you have "found" based on what you have checked off above. Then describe and draw a picture of your dinosaur based on these characteristics. Share your ideas.

Friday, May 13, 1994

ANCHOR DESK

****
* Relive the Battle of Gettysburg and share in live discussions *
* with historians as they talk about the battle and its importance.*
* Join Turner Adventure Learning for "Time Machine to Gettysburg" *
* on May 18, 19, 20. Call 1-800-344-6219 for more information. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Palestinian self-rule is becoming a reality.	2:50
NEWSDATE	3	On this date...May 13, 1981...	:15
THIS WEEK	4	...our Top Stories came from South Africa, Haiti and Yemen.	2:05
NEWSFACT	5	By the age of 18, an average American youth has seen about 18,000 simulated murders.	:20
EDITOR'S DESK	6	There's a new kind of news program for viewers who are fed up with TV violence.	2:20
LOOK AHEAD	7	NEXT WEEK: TIME MACHINE TO GETTYSBURG	:30
CHANGING FACE OF APPALACHIA	8	(PART III) John Rice Irwin has spent the last 25 years building a museum honoring the culture and people of Appalachia.	5:30
CLOSE	9		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

the Palestinian Authority Jordan Valley "family sensitive" news graphic ratings spring cellar sassafras cooper heritage

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TOP STORY - PALESTINIAN POLICE

1. What is the first step in the peaceful transfer of power to Palestinians in the Occupied Territories? Why is it necessary that the Palestinian Police be established before a new government can begin to function?

THIS WEEK: SOUTH AFRICA, HAITI, YEMEN

2. Generate a class discussion about recent events in these three nations, then divide the class into groups. Have each group issue a "Democracy Report Card" for each nation, "grading" its attempts at representative democracy. Have groups share their grades and rationale and discuss possible ways for each country to improve its grade.

EDITOR'S DESK: NON-VIOLENT NEWS

3. How would you define "family sensitive" news? Why did KIRO TV switch to this format? Do you think this is a good idea? State your rationale.
4. What changes would you make to a local newscast to make it less violent in content and imagery?
   a. Have the class decide which local news program students want to watch. Verify the specifics so that all students watch the same program.
   b. Direct students to take notes on what they see and hear.
   c. Upon returning to class, divide students into groups. Have each group rewrite the major stories in the news program so as to preserve the story but make it more family sensitive.
   d. Challenge groups to determine what kinds of footage they would use to tell each story and share ideas. Ask: Is it possible to inform the public accurately using your news format? What, if anything, is gained or lost in the "translation"? Discuss.

APPALACHIA (PART III)

5. AFTER VIEWING distribute the HANDOUT (pg 3). Read the poetry excerpt with students, then ask them to choose and complete one of the activities identified. Share students' poetry in an festival celebrating the relationship between people and their land.

NEWSQUIZ - "FIND ME"

6. This week's NEWSQUIZ (pg 4) requires students to identify characters shown in this week's programs. Students' scoring guidelines are given on the HANDOUT and should be adjudicated by the teacher and class. Have students share their answers and score each other. Challenge the class to create their own "find me" quizzes based on CNN NEWSROOM, the class or other finite groups. Have students test their friends or the class.

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STUDENT HANDOUT: THE TENOR OF APPALACHIA

DIRECTIONS: Read this poetry excerpt written by Appalachian poet Byron Herbert Reece (1917 - 1958).

I LOOKED INTO A DEAD MAN'S FIELD

I looked into a dead man's fields
As I walked out by Kettle Lane;
The corn hung ripe in husky shields
Shaped to his hands that not again

Might harvest it to heaps so clean
Of waste the winter-hungry birds
Had found none in his field to glean
And mourned his thrift in mickle words.

I looked as deeply as I might
Into his fields but nothing spoken
Nor any language known to sight
Hinted of any contract broken

Or bond betrayed too deep to mend,
Though he that planted should not reap
And, their relationship at end,
His fields lay wrapped in winter sleep...

What can you tell about the dead farmer's relationship with his land from Reece's verses? How is this relationship echoed in the faces and images shown in the segment from the Appalachian museum? From this combination of images what can you say about the nature and spirit of the Appalachian people? Choose one of the activities below:

1. Complete Reece's poem by composing 2 more verses that resolve the relationship between the dead man and his land.
2. Write a poem, following Reece's form, expressing your experience of the Appalachian region and its people as shown in today's program in the first 2 parts of the series.
3. Write a poem that reflects the ethos of your culture, neighborhood or community.

Be prepared to share your work in class in oral and written form.

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------

A SONG OF JOY AND OTHER POEMS, Byron Herbert Reece. NY: E.P. Dutton, 1952.

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**   * ****** **       ** ***** ***** *   *  * ******    5/13/94 (4)
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*   ** *      * * * *  *      * * * * *   *  * *   *
*    * ******   **   **   ***** ***** ***** * ****** FIND ME
                                          *
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DIRECTIONS: Each of the "find me's" identified below have been featured this week on NEWSROOM. Score points on this NEWSQUIZ by:

A. Identifying each "find me" by name (1 point);
B. Stating where each "find me" can be located (1 point);
C. Listing all the information you know about each one (1 point per relevant fact, verified by the class or the program);
D. Determining what states (1 point per U.S. national find me's) OR countries (1 point per country for international find me's) you would have to cross to reach or meet each one.

1. I'm a teenage radio host. Find me.

Name: Location:

Knowledge:

To get there:

---

2. I'm an author of Appalachian history. Find me.

Name: Location:

Knowledge:

To get there:

---

3. I'm a newly discovered dinosaur. Find me.

Name: Location:

Knowledge:

To get there:

---

4. I'm a statesman from the 14th century. Find me.

Name: Location:

Knowledge:

To get there:

Create your own "find me's" based on CNN NEWSROOM, the class or other finite groups. Challenge classmates to beat your score.

Monday, May 16, 1994

ANCHOR DESK

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* "Time Machine to Gettysburg" is a live electronic field trip to the actual battlegrounds. Educators...take your students back in time to relive and recreate what actually happened during this Civil War. Call 1-800-344-6219.

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A "constitutional coup d'etat" has resulted in a new government in Haiti.	3:55
HEADLINES	3	SUPREME COURT NOMINEE BREYER WELCOMED...	:20
NEWSFACT	4	...about U.S. rail passengers	:20
FUTURE DESK	5	Officials hope that the super train "Eurostar" will unite all of Europe.	2:50
LOOK AHEAD	6	BROWN VS. BOARD, 40 YEARS LATER	:20
TIME MACHINE TO GETTYSBURG	7	Turner Pictures' epic film GETTYSBURG gives viewers an idea of what it was like to be present at this bloody battle.	2:55
GETTYSBURG	8	Turner Adventure Learning: 1-800-344-6219	:15
OUR WORLD	9	Some schools are using baseball to teach science, math and social studies.	2:40
CLOSE	10		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

assets Emile Jonassaint octogenerian diplomat Robert E. Lee
epic Pickett's Charge catharsis motivate earned run average

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TOP STORY - HAITI

1. Who is the "new" president of Haiti? What forces have put him into power and why?
2. If you were President Clinton, what policy would you pursue regarding Haiti? Divide the class into groups and help them familiarize themselves with the events that have transpired since the election of Jean-Bertrand Aristide as Haiti's President. Discuss what groups have learned, then have each group act as advisors to President Clinton and formulate a Haitian policy for him to follow. Have each group present its policy and rationale and allow other class members to determine the likelihood of its success.

TIME MACHINE TO GETTYSBURG

3. Why is the Battle of Gettysburg so significant in U.S. History? What was "Pickett's Charge"? What kinds of things did the GETTYSBURG actors and producers do to make the three-day battle come to life?
4. What impression did the filming of GETTYSBURG leave on those who were involved? What impact can the re-enactment or revival of an historic event have on our appreciation of other times, peoples and cultures? Discuss.
5. Divide the class into groups. Have each group research which officers from both armies were present at the battle, including details about each individual's personality. Have groups exchange information. Then ask students to pretend they are casting agents and have each group decide what actor it would cast in each major role of the movie GETTYSBURG. Discuss groups' choices. What would each actor have to do to "get into character"? Discuss.
6. What historic events have occurred in your area/region? What would be the best way to commemorate such an event? Distribute the HANDOUT (pg 4) to groups and have each:
   a. Choose a historic local or regional event to research.
   b. Use the outline headings on the HANDOUT as they research the event to analyze and evaluate its impact on their community.
   c. Outline a presentation device that would most effectively commemorate the event.

   Have each group prepare an editorial or letter to the community that presents their rationale for producing this commemorative presentation and urges its implementation.

OUR WORLD: BASEBALL EDUCATION

7. How is "baseball education" different from traditional education? On what premise is baseball education based? Can you think of any other areas of interest that could be used to teach these students in a similar manner? Explain.

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*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  SUPER TRAIN
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1. BEFORE VIEWING: Have students conjecture what forms of mass transit will be popular in the future and why.

2. AFTER VIEWING: What makes the Eurostar train a legitimate threat to short-haul air travel in Europe? What difficulties have technicians had to overcome to complete the system?

3. What are the advantages/disadvantages of train travel compared with other forms of mass transit? Assign groups of students to prepare studies of mass transit systems for their area. Groups should address the following concerns about their system:
   a. Is it convenient for most of its likely users?
   b. Is it flexible for the changing needs of cargo, population growth and population density?
   c. Is it economical? Can ecological concerns be readily addressed or improved, especially pollution from power production for the transit system?

   Have groups share their studies and recommend the mass transit system of the future for their area. Compare groups' ideas and studies with the Eurostar train system. Discuss: If such a system were available in your area, would it supplant your other choices? Why? Why not? How are the needs and demands for mass transit in Europe different from/similar to those in your area?

4. Have pairs of students choose a decade since 1800 and research the forms of mass transit that were used in then. Partners should illustrate their research with pictures of the vehicles, famous transportation innovators and posters advertising each transport mode. Display students' work chronologically in a timeline of travel along the classroom wall.

   EXTENSION: Challenge each pair to add 200 years to the assigned decade then produce a poster showing how travel will evolve in each decade of the next two centuries. Display posters alongside the historical timeline. Discuss any similar patterns or developments noted.

5. What difficulties did designers face in constructing the Eurostar system? How did they combat these difficulties? How important are common technical standards and a mutual understanding among technicians as to their application to future mass transport systems? Discuss.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

channel tunnel signaling system SEAC international cooperation

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STUDENT HANDOUT: BRINGING HISTORY TO LIFE

DIRECTIONS:

1. Choose an historic local or regional event to research: a past civilization, battle, natural disaster, unique political or an economical development.
2. As you research the event, use the outline headings below to analyze and evaluate its impact.

The Event:_____

SIGNIFICANT people and their importance:

To the Event: _____

_____

To History: _____

_____

The immediate and/or local impact of the event:

_____

_____

The far-reaching historic impact of the event:

_____

_____

The significance of the event in light of today's social, political and economic climate:

_____

_____

3. Outline a presentation device that would most effectively memorialize the event: a play, pageant or choral reading; a documentary video or multi-media production; a short story, poem or novel; a newspaper special edition.
4. Write an editorial to the community to present your rationale for producing this commemorative presentation and to urge its implementation.

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******   ***     ***     *                    Tuesday, May 17, 1994
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*      *   *   *   *   *
*      *    * *    * *
**********     ***     *** ANCHOR DESK _____________________________
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****
* View the Battle of Gettysburg, via a live, three-day *
* electronic field trip experience beginning tomorrow, May 18th. *
* Join Turner Adventure Learning for "Time Machine to Gettysburg." *
* Call 1-800-344-6219 for more information. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	The African nation of Malawi is holding its first democratic elections today.	4:25
GETTYSBURG	3	How did the U.S. Civil War's Battle of Gettysburg begin? Northern and Southern forces met accidentally in Gettysburg, Pennsylvania, on July 1, 1863.	:30
TIME MACHINE TO GETTYSBURG	4	(PART II) A trip to Gettysburg National Park offers visitors a chance to experience history firsthand.	2:00
NEWSDATE	5	On this date...May 17, 1954...	:20
BROWN vs. BOARD, 40 YEARS LATER	6	(PART I) Forty years later, plaintiffs assess their roles in the historic decision that overturned "separate but equal."	5:05
CLOSE	7		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Protectorate of Nyasaland Hastings Kamuzu Banda referendum musket

"The Angle" plaintiff "separate but equal" segregation NAACP

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TOP STORY - ELECTIONS IN MALAWI

1. Describe the current government of Malawi. Why are today's elections significant in the history of that African nation? Who is Malawi's present leader? How did he come to power?
2. Have students work in groups to learn more about the history and people of Malawi and present their information to the class. How and when did Malawi become an independent nation? Why has it taken so long for free elections to take place? Generate a discussion aimed at comparing and contrasting Malawi's political history with that of South Africa.

TIME MACHINE TO GETTYSBURG (PART II)

3. Divide the class into groups. Have each group choose any historic site that has been preserved and write to the U.S. Park Service or appropriate authority to find out more about the site. Groups will want to know what happened at the site and what the site offers visitors who tour it each year. Direct groups to seek additional resources, if necessary, in order to make detailed presentations to the class. Combine the groups' reports into a reference book on "National Parks and Historic Sites" to be kept in the school library.
4. Why is the battle of Gettysburg considered the turning point of the U.S. Civil War? How is this battle remembered today? Who fought in it, on what side and for what cause? Distribute the STUDENT RESOURCE (pg 3) as a "Who's Who" aid to the battle.

BROWN vs. BOARD, FORTY YEARS LATER (PART I)

5. Divide the class into three separate but equal groups. Distribute the HANDOUT (pg 4).
   a. Have each group represent one of the parties involved in the decision: plaintiffs, defendants, court.
   b. Have each group research and revise the arguments put forth by the entity they represent and prepare a brief statement challenging or supporting the concept of "separate but equal" education, the crux of the Brown decision.
   c. Hold court and have groups argue the case in class.

   If Brown vs. Board were to be argued again today in front of the U.S. Supreme Court, how might the Court's ruling be different? Students must explain the rationale they chose in their argument of the case.
6. Ask students: Is "separate but equal," with regards to any segregation of facilities or services, a contradiction in terms? Have students consider male and female school sports as a current example in their discussion. AFTER VIEWING discuss how the Brown vs. Board decision changed U.S. society. What other societal changes or issues might rely on Brown vs. Board as a precedent?

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STUDENT RESOURCE: GETTYSBURG - KEY PLAYERS

DIRECTIONS: Use the following brief profiles of the key figures in the battle of Gettysburg to inform class discussions and activities.

CONFEDERATE LEADERS

Gen. Robert E. Lee - The most loved man of either army, Lee led his often victorious army into enemy territory in an attempt to force a compromise with Lincoln and the Union. His job is to plan the campaign.

Lieut. Gen. James Longstreet - Lee's right-hand man since the death of Stonewall Jackson. Longstreet's theories of war were ahead of their time. His job is to carry out Lee's plan.

Lieut.Gen. A.P. Hill - Hill commanded the first corps to engage the enemy at Gettysburg.

Maj. Gen. John Hood - He commanded one of Longstreet's 3 divisions in the battle.

Maj. Gen. George Pickett - Pickett commanded another of Longstreet's 3 divisions. A friend of President Lincoln, he was chosen to lead the final assault against the Federal Line on the third day of battle. His command was destroyed in "Pickett's Charge" with casualties exceeding 60%.

Lieut. Gen. Richard Ewell - Ewell commanded 20,000 men from Stonewall Jackson's old corps. After Gettysburg he remarked, "It took a great many mistakes to lose that battle. And I myself made most of them."

Lieut. Gen. J.E.B. Stuart - A cavalry officer, Stuart's job was to keep Lee informed as to the whereabouts of the Union army.

FEDERAL LEADERS

Maj. Gen. George Meade - Having assumed command of the Army 2 days before the battle, Commander-in-Chief Meade, a cautious man, hoped to draw out the Confederate army on his own terms.

Maj. Gen. John Reynolds - Perhaps the finest Union soldier, Reynolds declined command of the Army because he believed it could not be effectively led with interference from Washington. He led the initial Union defense but was killed on the first day.

Maj. Gen. John Buford - His 2 cavalry brigades were trailing Lee's army. They were the first into battle at Gettysburg.

Maj. Gen. Winfield Hancock - Hancock took charge of the army in the field after Reynold's death. He was wounded seriously on the third day of the battle.

Col. Joshua Lawrence Chamberlain - A professor of rhetoric at Bowdoin College, Chamberlain joined the army while "on sabbatical" and commanded the 20th Maine Infantry Regiment. His defense of Little Round Top on the second day of the battle earned him a U.S. Congressional Medal of Honor.

***** ** ** *
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******** ** ** STUDENT HANDOUT: BROWN vs. BOARD

PLAINTIFFS:

Linda Brown, a 5th grade student at Monroe Elementary School, Topeka, Kansas, and her father, Rev. Oliver Brown. Black parents and their children; of elementary school age in Topeka, KS.; of both elementary and high school age in Clarendon County, South Carolina, Wilmington, Delaware, Prince Edward County, Virginia and Washington, D.C.

DEFENDANTS:

Schools Boards of Topeka, KS, Clarendon Co., SC, Wilmington, DE, Prince Edward Co., VA, and Washington, D.C.

CASE:

That physical facilities, the quality of education and the support services, such as transportation, available to black students of all ages are not equal in stature to those commensurately available to white students within the school districts governed by the defendants.

DIRECTIONS:
In the space below, write a simple legal brief elucidating your opinion in this case.

What precedents can you cite for your opinion? List them below.

Wednesday, May 18, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A new Federal plan aims to get the homeless in the U.S. off the streets.	3:15
BROWN vs. BOARD	3	Over 50% of Americans think Brown vs. Board has improved U.S. racial relations.	:20
BROWN vs. BOARD - 40 YEARS LATER	4	(Part II) Behind the walls of the old Monroe Elementary schoolhouse in Topeka, Kansas, lies a story to be told.	4:00
DEFINITION	5	Quota - a limit on the import or export of a particular product imposed by government	:20
BUSINESS DESK	6	Low wages give the Laotian garment industry a significant advantage in the world market.	2:45
GETTYSBURG	7	Three-day Gettysburg battle left over 51,000 men killed, wounded, missing or captured.	:20
TIME MACHINE TO GETTYSBURG	8	(PART III) Camera and technical crews set up equipment on the Gettysburg battlefield as time for "Time Machine" draws near.	2:00
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

uplink microwave transmitter national landmark Priority Home!

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TOP STORY - HOMELESS IN AMERICA

1. How does "Priority Home" plan to help the homeless? In your opinion, what would be the most effective means of solving America's homeless problem? Explain your answer.
2. You will need M&Ms and two grocery bags per student. Divide the class into two groups: one group of five students as "Watchers," the rest as "Gatherers." Take the class to the schoolyard. Leave a trustworthy "Watcher" with the M&Ms.
   a. Gatherers must bring as many of their possessions with them as they can carry in the two bags and situate themselves in the yard. Watchers should disperse evenly throughout the group to observe.
   b. Explain to Gatherers that they are homeless and hungry. In order to eat a meal (1 M&M) they must return to the classroom, then back to their "home"; however, they can only take with them one bag on each trip.
   c. Have Gatherers decide either what to risk, or who they should trust/deal with in order to get a meal and retain their possessions.

   After sufficient time, return to the classroom and have the Watchers describe the interactions they saw. Challenge the class to write about their experiences from the perspective of this situation as an ongoing daily reality of their lives. How is this a reality for the truly homeless?

BROWN vs. BOARD - 40 YEARS LATER (PART II)

3. What is Cheryl Brown Henderson's mission? How will the "first field trip" bring Ms. Henderson's mission full circle?
4. Both Sumner and Monroe Schools have been designated national landmarks. Do these buildings commemorate segregation or the end of segregation in education? How can you tell? Discuss.
5. Distribute the STUDENT RESOURCE (pg 4) and review information in the "Integration Time Line." Discuss with students issues that have arisen as a result of the historic Brown vs. Board of Education decision 40 years ago.
   a. Divide students into groups and have each group choose one of the items in the timeline.
   b. Challenge groups to produce and present a one-act play that accurately dramatizes that event, or present a multimedia report on that event.

   In a class discussion, have students assess race relations both in the public school system and in American society since the Brown vs. Board decision.

TIME MACHINE TO GETTYSBURG (PART III)

6. WHILE VIEWING have groups of students note what it takes to produce a live interactive TV event. Challenge each group to explain through diagrams and models the process whereby "Time Machine to Gettysburg" will be broadcast into schools.

BEST COPY AVAILABLE

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*   * *   *    **   *   *   * * *       **    **        LAOTIAN
***** ***** ***** ***** *     * ***** ***** ***** DESK:  SHIRTS
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1. BEFORE VIEWING: What are some of the costs involved in the production of a piece of U.S.-made clothing?

2. AFTER VIEWING: Why do some U.S. companies have shirts made at the Unique Garment Factory in Laos? How do wages of average Laotians compare with those of other Southeast Asian workers? Of U.S. workers?

3. What are quotas? Why has the U.S. government imposed quotas on Laos? What course of action do quotas force Laotian garment manufacturers to take? How might adverse economic or political conditions in those markets affect the Laotian economy?

4. Working in small groups, have students gather information for the purpose of creating an economic profile of Laos. What are its major imports/exports? Have groups discuss their findings in class. Has the abundance of cheap labor in Laos been a BENEFIT or a DETRIMENT to its economic development? Discuss.

EXTENSION: Divide the class into two groups. Have one group research all the labor costs incurred in producing one shirt in the U.S., for example, wages, benefits, taxes. Have the other group do the same for a shirt produced in Laos. Challenge each group to produce a visual -- pie graph or chart -- that illustrates these costs as a percentage of the total cost of producing one shirt in their assigned nation. Use the visuals to discuss overhead and how it affects price as well as profit.

5. Divide the class into groups. Have each group choose any developing nation and research to learn more about its people and how they survive economically. Then challenge each group to draft a plan for any industry to establish a factory and begin mass production of goods there. Have groups present their plans. What political, social and economic conditions must be in place in order for that business to survive and eventually generate a profit? Discuss.

6. What is "Most Favored Nation" status? Have groups investigate this U.S. policy and its effect on each MFN nation. What factors are considered when conferring MFN status? Why is China in danger of losing this status? Have students speculate as to the long-term impact of possible Most Favored Nation status on the economy of Laos.

---EDITOR'S NOTES: TODAY'S NEWS TERMS---

quota textiles mass production output export shift competitive

STUDENT RESOURCE: INTEGRATION TIME LINE

May 17, 1954 - The U.S. Supreme Court issues the landmark Brown vs. Board of Education decision, outlawing "separate but equal" schools for African Americans.

Fall, 1954 - Washington, D.C. public schools desegregate.

May 31, 1955 - The Supreme Court sends several school desegregation cases back to lower courts with instructions to begin desegregating "with all deliberate speed."

Sept. 4, 1957 - Federal troops must help keep order as 9 black students enroll at Central High in Little Rock, Arkansas.

Jan. 21, 1961 - Georgia Governor Ernest Vandiver calls on the people of his state to resist integration, but not to break the law in the process. His retreat from massive resistance is the first by a southern Governor.

April 11, 1963 - Alabama Governor George Wallace makes his "stand in the schoolhouse door" to oppose court-ordered enrollment of 2 black students at the University of Alabama.

1968 - In the Green vs. Board ruling, the Supreme Court says that "freedom of choice" plans are unconstitutional.

1969 - Under a federal court order, the DeKalb County, Georgia, schools close their 6 all-black schools and reassign those students to schools near their homes.

1971 - In Swann vs. Mecklenburg, the Supreme Court rules that if busing is necessary to achieve racial balance in schools, it can be ordered by the courts.

June 28, 1978 - The Supreme Court hands down a ruling stating the affirmative action policies of California-Davis' medical school discriminate against whites.

1990 - A group of black parents in DeKalb County, Georgia, oppose mandatory busing and intervene in an ongoing suit, siding with the school system and against other black parents and the NAACP.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "The Rocky Road to Integration," THE ATLANTA JOURNAL-CONSTITUTION, May 15, 1994, p. H1.

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Thursday, May 19, 1994

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Comet fragments are on a crash course with Jupiter.	2:30
HEADLINES	3	U.S. GOV'T. APPROVES "GENETIC TOMATO"...	:30
NEWSQUOTE	4	...from Ivan Petrovich Pavlov...	:20
SCIENCE DESK	5	A recent survey shows that many in the U.S. are illiterate in the sciences.	2:15
OPINION POLL	6	Results of a recent CNN/USA TODAY Gallup Poll on school integration	:30
BROWN vs. BOARD	7	(PART III) We conclude our series with thoughts from major players in the case.	2:05
GETTYSBURG	8	Some historians believe that Robert E. Lee may have suffered a heart attack in March, 1863, influencing the Battle of Gettysburg.	:30
TIME MACHINE TO GETTYSBURG	9	(PART IV) Many people wonder why this great battle took place at Gettysburg.	2:05
DID YOU KNOW?	10	A Bart Simpson postage stamp? No way, Dude. The U.S. Postal Service rejected the idea.	:30
OUR WORLD	11	L.A. schools are advertising for students.	2:20
CLOSE	12		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

Shoemaker-Levy Nine science literacy hero status school choice

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TOP STORY - JUPITER COLLISION

1. What are comets? How are comets, meteors and asteroids differentiated? Have groups investigate these celestial objects and use the information they have gathered to help them determine likely causes for the break up of Comet Shoemaker-Levy Nine. What might be long-term effects of the comet fragment impacts on Jupiter? How does the size and composition of Jupiter minimize the effect of these impacts?
2. What newspaper tabloid headlines might result from this unusual encounter between planet and comet? AFTER VIEWING distribute 3 x 5 cards and give students 30 seconds to create the wildest, most imaginative tabloid headline they can about this event. Collect and shuffle cards. Read selected cards and have volunteers stand up and ad lib the opening paragraph of each story that might follow the headline. How will the biggest explosion witnessed in human history best be remembered?

BROWN vs. BOARD (PART III)

3. How important is a free, fair and unbiased education? Can such an educational goal be achieved in the U.S. under current economic, social and political conditions? To what extent did Brown vs. Board move American society toward achieving such a goal? Consider all societal groups in your answer.

TIME MACHINE TO GETTYSBURG (PART IV)

4. Direct groups of students to research whether the Battle of Gettysburg was an accidental or planned engagement. Have groups discuss their findings in class. Challenge each student to formulate a personal opinion based on the historical evidence gathered and explain his/her rationale in an opinion essay.

OUR WORLD: ADVERTISING SCHOOLS

5. Why are schools in the L.A. Unified School District advertising? Who are the "customers" to whom the ads are targeted? What kinds of information are schools promoting in order to attract these "customers"?
6. According to the video, what are some of the arguments for and against "school choice"? Can you think of any others? Do you think school choice is a good idea? Explain.
7. Tell groups of students to pretend that their community has just adopted a school choice policy and that local schools are now competing for "customers." Ask: What would you say or do to attract students to your school? Challenge groups to create and present 3-minute "infomercials" about their school and have other students evaluate each presentation. Ask: How might your "competitors" promote their schools? Discuss.

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***** ***** ***** ***** *     * ***** ***** DESK:  MUSEUM POLL
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1. BEFORE VIEWING: Ask students to discuss the importance of scientific literacy. Have them speculate how much scientific knowledge the average person has. WHILE VIEWING have students assess the knowledge level of the people interviewed. Pause the video occasionally to share impressions.

2. AFTER VIEWING: Ask students if they think the people in the video represented a good cross-section of our society. Considering they were in a museum, was their knowledge, or lack thereof, surprising? Explain. Discuss the difference between science trivia and applied scientific knowledge. What is taught/learned more often in school? Of the two, which one is more important? Explain.

3. Ask students to review their discussion on the importance of scientific literacy and the knowledge level of the average American. Have students complete the STUDENT HANDOUT (pg 4) and turn it in. To insure anonymity, number the sheets rather than have students sign them. WHILE VIEWING have students record the correct answers to the questions on the handout and the percentages of correct responses by those surveyed as noted by the reporter. AFTER VIEWING return the sheets randomly to students to be checked.
   a. Compare the knowledge level of the class to that of the general public and discuss.
      i) How do students account for their own performance compared with that of the general public? What could be done to improve their knowledge level?
      ii) Do students consider the questions asked to represent important knowledge?
      iii) What knowledge do they consider important?
   b. Working in small groups, have them compile a list of 20 questions on general scientific knowledge they consider important to the public.
   c. Have students survey 10-20 people each, using their questions.
   d. Compile the results in class. Then brainstorm plans to improve the general education level of the American public. Work with volunteers to compile the class survey results, their educational proposals and their opinions on scientific knowledge and distribute these results to other schools and/or publish in the local and school newspaper.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

poll trivia science literacy

STUDENT HANDOUT: DID YOU KNOW...?

DIRECTIONS: PART A - BEFORE VIEWING answer the questions below. Record your answers on this sheet and on a separate sheet. Return this sheet to your teacher. WHILE VIEWING record the correct answers.

==========

1. Were the earliest humans alive at the same time dinosaurs roamed the earth? YES NO

2. How many cells do you need to get a complete DNA blueprint? ___

3. Do continents change their positions? YES NO

4. Which one is the nearest living relative of Tyrannosaurus rex?
   a. lizard b. crocodile c. chicken

5. AIDS is caused by:
   a. a bacteria b. unknown agent c. a virus

6. The earth and sun can be found in the...
   a. Great Spiral Nebula/Andromeda b. Trifid Nebula c. Milky Way

==========

DIRECTIONS: PART B - In groups share your opinions about scientific literacy. What do you think the public should know? Why? Then work with your group to generate 20 questions focused on knowledge you consider important. In class share your questions and ideas to compile a class survey form of 20-30 questions. Use the form to query 10-50 people in your community. Analyze your survey results, then work together to write a report on your findings.

QUESTIONS TO CONSIDER FOR YOUR REPORT:

1. If you included the questions from the video, how did your community compare with those interviewed in the video?

2. What was the general community response to the survey? Do respondents think scientific knowledge is important? Explain.

3. Is scientific "trivia" important? Explain.

4. Compare the importance of scientific trivia with the application of scientific knowledge. Are they mutually exclusive or mutually dependent? Explain.

****** *** *** * Friday, May 20, 1994
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********** *** *** ANCHOR DESK _____

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* THIS IS A SPECIAL EDITION OF CNN NEWSROOM, FOCUSING ON THE *
* LIFE OF FORMER FIRST LADY JACQUELINE BOUVIER KENNEDY ONASSIS. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:30
TOP STORY	2	Ms. Jacqueline Onassis, wife of the late U.S. President John F. Kennedy, has died of cancer at age 64.	5:15
JACKIE ONASSIS	3	Former President and Ms. Ronald Reagan remember Jacqueline Kennedy Onassis.	1:00
CLINTON - KENNEDY	4	To many observers the Clinton and Kennedy presidencies have some elements in common.	2:50
JACKIE ONASSIS	5	Jacqueline Onassis guarded her private life and never wrote an autobiography.	1:00
ESSAY	6	Once an enquiring photographer for the Washington Post, Jackie Onassis was born to wealth and inherited fame, more wealth, politics and grief.	3:25
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

non-Hodgkins lymphoma monsignor John F. Kennedy lymphatic system
Camelot Martha's Vineyard "American royalty" First Lady

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TOP STORY - JACQUELINE KENNEDY ONASSIS

1. Who was "Jackie O?" Describe her background and education. How did she enter the American political spotlight? How would you describe her "image" as First Lady?
2. What were some of the tragedies and triumphs that Jacqueline Onassis experienced? How is her life story similar to or different from any of the other First Ladies'? Divide the class into groups and have each group choose a First Lady, living or deceased, and research her life story. Have groups discuss their findings in class, comparing each First Lady to Ms. Onassis. Students may find the timeline of Ms. Onassis' life on the RESOURCE (pg 3) helpful. Ask: Why do you think Americans have always had a special attachment to "Jackie O"? What is it about her that makes her unique among First Ladies? Discuss.

CLINTON / KENNEDY

3. What do you think President Clinton meant when he called Jacqueline Kennedy Onassis "a model of courage and dignity for all Americans and the world"? Why has Mr. Clinton always felt a special closeness to the Kennedy Family? What did he do on the morning of his Inauguration to demonstrate this bond?
4. To many observers, the Clinton and Kennedy presidencies have much in common. Lead a class brainstorming session to generate a list of common elements between the two. Then challenge students to write essays that compare and contrast the two presidencies.

"JACKIE O" ESSAY

5. Why was the Kennedy Presidency often referred to as "Camelot"? How was it that the Kennedy Family came to be regarded as the closest thing to "American Royalty"? Did Jackie like being in the public eye? Explain. What steps did she take to try to attain a private life?
6. Working in small groups, have students compile pictorial essays of the life of Jacqueline Kennedy Onassis. Students will want to use photographs from magazines and newspapers, as well as their own drawings or artistic impressions, in their essays. Post the pictorial essays around the classroom. What words and phrases does each bring to mind? Discuss.

NEWSQUIZ (pg 4)

7. Distribute copies of the NEWSQUIZ to each student. Have each use the "key words" next to the titles of newspaper sections to create appropriate headlines for each. Responses will vary and teachers are advised to use their discretion. Have students share their headlines. Then challenge each student to choose one of the headlines and write a newspaper article that demonstrates his/her knowledge of that story.

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STUDENT RESOURCE:

JACQUELINE KENNEDY ONASSIS: A PERSONAL TIMELINE

KEY DATES IN THE LIFE OF JACQUELINE KENNEDY ONASSIS:

July 28, 1929: Jacqueline Lee Bouvier (Jackie) is born in the resort community of Southampton, N.Y., daughter of John Vernous Bouvier III and Janet Lee Bouvier.

1951: She receives a Bachelor of Arts Degree from George Washington University.

May 1951: She meets Congressman John F. Kennedy of Massachusetts at a dinner party. They become engaged in June 1953.

Sept. 12, 1953: Jackie marries then Senator Kennedy. He is 36 years old, she is 24.

Aug. 23, 1956: A premature baby girl is born to the Kennedys. The baby dies.

Nov. 27, 1957: Daughter Caroline Kennedy is born.

Nov. 8, 1960: John Kennedy is elected 35th President of the U.S.

Nov. 25, 1960: A son, John Kennedy, Jr., is born.

Aug. 7, 1963: Patrick Kennedy is born prematurely, dies.

Nov. 22, 1963: President Kennedy is assassinated.

June 5, 1968: Sen. Robert Kennedy (Jackie's brother-in-law) is assassinated while campaigning for the presidency.

Oct. 20, 1968: Jackie marries Greek billionaire Aristotle Onassis.

March 15, 1975: Onassis dies.

1975: Jackie begins her publishing career.

July 22, 1989: Jackie's mother dies at age 81.

Feb. 1994: Jackie Onassis discloses that she has cancer.

May 19, 1994: Jacqueline Onassis dies at her New York home at the age of 64.

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DIRECTIONS: If you could create a newspaper based on stories from this week's CNN NEWSROOM, what kinds of headlines might it contain? Look at the newspaper "sections" listed below. In each you will see one or more sets of "key words." For each key word/set of key words, write an appropriate headline that demonstrates your knowledge of this week's news.

INSIDE TODAY'S PAPER YOU'LL FIND:

TODAY'S TOP STORIES: (key words: Jacqueline Onassis, Malawi, Haiti)
HEADLINES:

SCIENCE AND TECHNOLOGY: (key words: Jupiter, Museum Poll)
HEADLINES:

TRAVEL GUIDE: (key word: Gettysburg)
HEADLINE:

EDITORIAL: (key words: Brown vs. Board of Education)
HEADLINE:

BUSINESS: (key words: Laotian shirts)
HEADLINE:

PEOPLE IN THE NEWS: (key words: Stephen Breyer, Bart Simpson)
HEADLINES:

Write an appropriate newspaper article for any one of your headlines and share your article with the class.

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******   ***     ***     *                    Monday, May 23, 1994
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The family of Jacqueline Kennedy Onassis prepares for today's funeral.	3:20
HEADLINES	3	HAITI GRAPPLES WITH NEW U.N. SANCTIONS...	:30
NEWSFACT	4	In 1947, the X-1 became the first piloted aircraft to break the sound barrier, reaching a speed of 700 mph. Chuck Yeager was its pilot.	:20
FUTURE DESK	5	The X-31 can do things no airplane ever did.	2:50
WHERE IN THE WORLD?	6	In 1842, China began ceding parts of me to the United Kingdom...	:40
END OF THE EMPIRE	7	(PART I) Hong Kong prepares for the end of British rule.	5:45
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

F-18	Roman Catholic	"envelope of flight"	Beijing	cricket
X-31	Herbst Maneuver	laws of aerodynamics		Queen Victoria

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TOP STORY - FUNERAL FOR JACQUELINE ONASSIS

1. How would you eulogize Jacqueline Kennedy Onassis? What do you consider to be her most important contributions to the nation that loved her so much? Group students, have groups gather information about the former First Lady and discuss their findings in class. Then challenge each student to write a eulogy for Ms. Onassis. Ask volunteers to read their writings to the class.

FUTURE DESK: X-31

2. Describe the X-31. What features make this aircraft the most maneuverable aircraft ever built? How has the X-31 made aviation history? How does it compare to the F-18 fighter jet?
3. How is X-31 a continuation of a tradition in American aviation begun after WWII? Group students and distribute the HANDOUT (pg 3). Have groups:
   a. Choose a group of X-planes to study.
   b. Determine what each model of X-plane was designed to achieve and determine the model's success.
   c. Focus on one specific model and decide how its experiments and characteristics have influenced modern aircraft development and design.

   Have each group present their preferences and research. How has the "X-Program" influenced the development of modern aircraft design? Discuss.

END OF THE EMPIRE - PART I

4. Working in small groups, have students find evidence of the "old" and "new" Hong Kong. You may wish to replay the video, or have groups consult other available resources. Have groups share their findings. Challenge students to predict how Hong Kong might be different 50 years from now. Will any signs of British culture remain? Discuss.
5. What was the British Empire? What was its purpose? How does the transference of Hong Kong to China signify symbolically the end of the British Empire? Group students and distribute the HANDOUT (pg 4). Have each group:
   a. Pick one country that the group determines has been a part of the British Empire. Criteria might include membership at one time or another in the British Commonwealth.
   b. Investigate the history of that country BEFORE and AFTER British domination.
   c. Assess what impact or influence British dominance has had on the country.

   Have each group share its research. Given students' answers, discuss the effect of imperialism as an ultimately positive or negative force in the course of world history.

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********    **    ** STUDENT HANDOUT:  X-PLANES
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May 23, 1994 (3)

DIRECTIONS: There have been 31 U.S. designated "X-planes" since X-1 broke the sound barrier in 1947. Use media center resources to find out 1) what each of the X-planes assigned to your group was designed for, 2) what barriers it broke and 3) what records were achieved.

X-#__	DESIGN PARAMETERS	RESULTS
_1		
_2		
_3		
_4		
_5		
_6		
_7		
_8		
_9		
_0		

Use the space below to describe one of your groups planes. Either draw or paste a picture of your favorite X-plane in the space provided. Give details about its flight history.

STUDENT HANDOUT: WHITHER THE EMPIRE?

DIRECTIONS: With the return of Hong Kong to China many consider the British Empire of the late 19th and early 20th centuries ended. What has been this empire's legacy? What impact has the British Empire had on the state of the world today? Choose a country that, at one time during this period, was a British property and address the following questions:

Modern Country Name: _____

How was this property acquired by the British Empire?

Why?

What governmental systems were put in place while the British Empire ruled this territory? What governmental systems did they supplant?

How did this territory gain its independence? What form of government was set up to maintain the integrity of the new government?

In your opinion did the territory that you studied benefit or suffer under the British Empire system? Explain your answer, using the evidence you have accrued above.

Given students' answers, was the effect of imperialism an ultimately POSITIVE or NEGATIVE force in the course of world history? Be prepared to defend your answer with examples.

Tuesday May 24, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Mrs. Jacqueline Kennedy Onassis has been laid to rest.	3:05
CAMELOT FAREWELL	3	"Don't let it be forgot that once there was a spot for one brief shining moment that was known as Camelot."	:40
NEWSFACT	4	Hong Kong has a population of approximately 6 million. Of this population, 90% are of Chinese descent.	:35
INT'L DESK	5	(End of the Empire Part II) Many of Hong Kong's mainly Chinese power brokers look forward to the change in the colony's status.	5:00
DID YOU KNOW?	6	Almost 75% of children with home computers use them for school work.	:40
OUR WORLD	7	The Hopper family is already riding in the fast lane of the Information Superhighway.	2:45
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

St. Ignatius Loyola Arlington Cemetery electronic bulletin board

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TOP STORY - JACQUELINE KENNEDY ONASSIS FUNERAL

1. Why were cameras and the public not allowed inside the church for Ms. Onassis' funeral mass? Has anyone who was close to you died? If so, describe the relationship between grief and privacy and state whether you would have supported the Kennedys' request for a private funeral.
2. What was Camelot? Why is the parallel often drawn between the Kennedy era and the ancient British tale of King Arthur? How are both stories tragic? Have students investigate the history of the Kennedy Era in U.S. History and read one of the many versions of the King Arthur legend. Recommend to students Sir Thomas Malory's "Morte d'Arthure" as a primary source. Distribute the HANDOUT (pg 4) and have students complete it by:
   a. Choosing characters from both stories to compare.
   b. Finding three story events that they consider are possible parallels between the two stories.
   c. Preparing a rationale for the choices of character and story comparisons.

   Have students share and critique each other's choices. Group students and challenge groups to create a Legend of the Kennedy Era, either as an epic poem, using the meter and rhyme scheme of Morte d'Arthure; an oral history; or, as a simple play. Have students perform their works.

OUR WORLD - COMPUTER FAMILY

3. Cite evidence from the video that demonstrates how the Hoppers are both the "average American family" and a "hi-tech" family.
4. Do your agree or disagree with the assertion that the Hopper family is one step ahead on the information superhighway? Explain. To what extent is your family "computer literate"? If each person in your family had access to his/her own computer at home, how and why would it be used? Explain how a family that "computes together" might be different from one that remains computer naive.
5. How are home computers used among the families of your school? Group students. Challenge each group to devise a family survey of home computer usage:
   a. Assign each group specific classes to survey.
   b. Direct surveys to address computer usage in the home: who uses it, types of computer, access to peripheral services, e-mail, bulletin boards, etc., and planned usage/changes for the future.

   Have groups gather, tabulate and analyze their results. Based on their surveys, discuss with students what might be the most important computer skills that could be taught in the classroom and why. Share class ideas and results with members of the technical and media center faculty at your school.

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***** DESK: END OF THE EMPIRE: PART II

1. BEFORE VIEWING: Why is Hong Kong currently undergoing major political, social and cultural changes?

2. AFTER VIEWING: What is the China Club? Who belongs to this club? Why was it founded? How does the club reflect the changing power structure in Hong Kong?

3. What does David Tang mean when he says that the people of Hong Kong are becoming more nationalistic? Why are "patriotic institutions" promoting Chinese nationalism?

4. How would you describe the economy of Hong Kong? How does it compare to China's economy? Working in small groups, have students research the economic differences between Hong Kong and China, and share their findings in a class discussion. Is it likely that China will convert Hong Kong to a communist or state-run economy when it reverts to Chinese control? What advantages or disadvantages would this present to the Chinese government and its people? Discuss.

5. What can the people of Hong Kong and China learn about transition governments from other nations that have experienced similar political changes?
   a. Begin with a class brainstorm session to identify some of the problems and issues that will arise as Hong Kong changes hands from Great Britain to China.
   b. Then, have students work in groups to locate information about other countries that have undergone major political change in recent times and try to ascertain what can be gained from knowledge of those experiences.

   Ask groups to discuss their responses to the following question: If you were a member of a transitional government in Hong Kong, what advice would you offer your leaders? What examples would you use as your rationale?

6. Working in small groups, have students research the government, economy and culture of Hong Kong under British domination and report their findings to the class. Then tell groups that they have been charged with the task of assembling a "time capsule" for future generations that will contain objects representing Britain's contributions to Hong Kong's history. Have groups create replicas or draw pictures of the time capsule and its contents and present their ideas to the class.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

institution colonial life nationalistic anachronism transition

STUDENT HANDOUT: CAMELOT COMPARISON

DIRECTIONS: How closely can the parallel be drawn between the legend of King Arthur's Camelot and the Kennedy Era of U.S. History? Research both topics and complete the chart below, using your research to rationalize your comparisons.

CHARACTERS: Among those who were part of the Kennedy era who would you compare to these characters from King Arthur? Explain below.

ARTHURIAN CHARACTERS	KENNEDY ERA PERSONNEL
King Arthur - King of the Britons	NAME: BECAUSE:
Guinevere - Queen to King Arthur	NAME: BECAUSE:
Sir Lancelot - King Arthur's trusted knight	NAME: BECAUSE:
Merlin - A magician and advisor to King Arthur	NAME: BECAUSE:
Sir Galahad - son to Lancelot and finder of the Holy Grail	NAME: BECAUSE:

Use the back of this sheet for any other characters for whom you think there is an appropriate parallel.

THE STORY: Find 3 examples of parallel events in both stories and write your rationale for each in the space below

THE HISTORY OF KING ARTHUR	THE HISTORY OF THE KENNEDY ERA
1.	
2.	
3.	

Be prepared to share and justify your work with the class.

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******   ***     ***     *                    Wednesday, May 25, 1994
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
** TEACHERS: WE RECOMMEND THAT YOU PREVIEW TODAY'S TOP STORY AS ITS CONTENT MAY DISTURB SOME STUDENTS.			**
OPENING	1		:45
TOP STORY	2	War-torn Rwanda is now home to hundreds of orphans.	3:15
HEADLINES	3	WORLD TRADE CENTER TERRORISTS SENTENCED...	:40
END OF AN EMPIRE	4	(PART III) The Royal Hong Kong Police are trying to adapt to a changing Hong Kong.	4:55
NEWSFACT	5	Cannes, France, is host to the world's largest Film Festival.	1:00
BUSINESS DESK	6	Changes are on the way for how consumers will pay for goods and services in the future.	2:10
BIZ QUIZ	7	...on the origins of coins and paper money	1:00
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Hutu Tutsi Kigali orphan vice squad triads Mongkok expatriate corruption electronic purse transaction prototype "smart card"

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TOP STORY - RWANDA ORPHANS

1. Ask students to share their impressions of the conditions that currently exist in Rwanda. Then divide the class into groups:
   a. Have each group investigate the population and economy of their state.
   b. Distribute the STUDENT RESOURCE (pg 4) and have students compare statistics from their state to those on the RESOURCE to provide a perspective on life in Rwanda.

   Have students discuss to what extent have "normal" conditions, as they exist in Rwanda, contributed to the extent and savagery of the violence that has been witnessed recently? How have poverty and lack of empowerment exacerbated the current situation? What can the international community learn from the Rwandan situation that might help forestall a similar catastrophe from occurring elsewhere?

END OF AN EMPIRE - PART III

2. What problems confront the Royal Hong Kong Police as they prepare for the 1997 hand over to China? What do the police believe will be their biggest challenge? Why?
3. According to the Hong Kong Royal Police, what is the source of the "explosion of crime and corruption" in Hong Kong? Does the Chinese Government appear to be interested in prosecuting the Triads on the mainland? Explain. Have students assess the long-term effects of rampant crime on the economy, culture and people of Hong Kong if the Chinese are unwilling to prosecute these criminals.

BUSINESS DESK: ELECTRONIC PURSE

4. Describe some of the high-tech ways that consumers will pay for goods and services in the near future. How will "smart cards" work? How will they streamline financial transactions?
5. What forms of payment are currently used in your community to transact business? How do these forms compare to the electronic purse of the future?
   a. Distribute the HANDOUT (pg 3) to groups and have each determine the major forms of payment--cash, check, credit card--accepted by retailers in your community.
   b. Then have groups interview consumers and retailers to determine the advantages and disadvantages of dealing with each form of payment.
   c. Have groups record their findings on the HANDOUT.
   d. Direct groups to discuss their information with the class.

   Ask: What negatives (disadvantages) associated with each current form of payment will be remedied through the use of "smart cards"? Similarly, what problems might arise when "smart cards" are used?

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STUDENT HANDOUT: FORMS OF PAYMENT

DIRECTIONS: What major forms of payment (cash, check, etc.) are currently accepted by businesses in your community? List each below in the column labeled "Form of Payment." Then, interview consumers and retailers to determine the advantages/disadvantages associated with each form and briefly note those as well.

FORM OF PAYMENT	ADVANTAGES/DISADVANTAGES TO THE CONSUMER	ADVANTAGES/DISADVANTAGES TO THE RETAILER
	ADV: DISADV:	ADV: DISADV:
	ADV: DISADV:	ADV: DISADV:
	ADV: DISADV:	ADV: DISADV:

LIST any other forms of payment that local retailers accept, along with their advantages and disadvantages, on the back of this sheet.

Discuss your information with the class. Consider: What negatives associated with the use of cash, checks and credit cards will be corrected through the implementation of "smart cards"? Similarly, what problems might arise when "smart cards" are used?

May 25, 1994 (4)

STUDENT RESOURCE: RWANDA

DIRECTIONS: Use the information below to inform class discussions and activities related to the current situation in Rwanda.

Official name:	Republic of Rwanda	Capital: Kigali
Official languages:	French, Kinyarwanda	
Major Religions:	Roman Catholicism, traditional beliefs, Islam, Protestantism	

POPULATION

Est. Pop. (1992):	8,206,446: 7% urban; 93% rural
Literacy (1990 est.):	50% of adult population
Life expect. (peacetime):	women - 55 years; men - 51 years

Ethnic groups: Hutu, 89%, mainly farmers of Bantu stock. Tutsi, 10%, dominated the region politically until a Hutu rebellion in 1959. Twa pygmies, 1%, are descended from the area's original inhabitants. The region is thought to have been subsequently occupied by Hutu, then Tutsi, around 1400 a.d.

ECONOMY

Gross Domestic Product:	$2.1 billion (1989), $300 per capita
Monetary unit:	1 Rwanda franc = 100 centimes

Labor distribution:
92% farming; 5% govt., trade, finance, defense, service industries; 3% mining, manufacture, public utilities, construction.

TRADE: EXPORTS	$111.7 million (1990 est.)
Partners:	Kenya, EC, U.S.
Products:	Coffee, tea, tin & other minerals. crude vegetable materials
IMPORTS	$279.2 million (1990 est.)
Partners	Japan, Belgium, Germany
Products	Textiles & other manufactured goods, food, petroleum, transportation equipment

Farming is the main domestic economic activity. Productivity has suffered recently from overpopulation and erosions caused by poor farming methods. Rwanda is landlocked with no railroads, only 8165 miles of roadways and 2 major airports. This underdeveloped transportation system stymies economic growth.

GOVERNMENT: Under interim internal military control after the death of President Juvenal Habyarimana in April 1994.

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------

RAND MCNALLY WORLD FACTS & MAPS, 1992 ED. and A HISTORY OF AFRICA by Kevin Shillington, NY: St. Martin's Press, 1989.

****** *** *** * Thursday, May 26, 1994
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********** *** *** ANCHOR DESK _____

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* find out costs and further details, call 1-800-367-3170. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A scandal may force the resignation of one of the most powerful members of the U.S. Congress.	2:15
HEADLINES	3	CLINTON LIKELY TO GRANT CHINA MFN STATUS...	:30
END OF AN EMPIRE	4	(PART IV) Indian soldiers who served the Crown with honor are soon to be a forgotten people in Hong Kong.	5:00
DID YOU KNOW?	5	There are two active volcanos in the state of Hawaii: Mauna Loa and Kilauea.	:20
SCIENCE DESK	6	The home of Hawaii's Goddess of Fire is also a lab for studying active volcanos.	4:45
GEOGRAPHY BEE	7	A Montana youth uses his knowledge of the globe to win the National Geography Bee.	:40
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Dan Rostenkowski	Ways and Means Committee	embezzlement	felony
plea bargain	Royal Gurkha Rifles	Star Ferry	recruit

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TOP STORY - DAN ROSTENKOWSKI

1. Who is Dan Rostenkowski? What position of power does he hold? Of what crimes is he accused? Are these serious crimes? Explain. Why is he considering a plea bargain agreement?
2. Why is Congressman Rostenkowski especially important to President Clinton's Health Care Plan? What is the role of the Ways and Means Committee in the legislative process?
   a. In groups have students use their texts and other resources to investigate the potential power of the Ways and Means Committee and its Chairperson.
   b. Have groups share their findings in a class discussion.
   c. Discuss: What specific kinds of bills are addressed by the Ways and Means Committee? How can the actions of the Chair "make or break" a bill's chances of passing?

   First Lady Hillary Clinton has stated that she and President Clinton will continue their efforts to pursue health care legislation, even if Mr. Rostenkowski, their strongest ally, resigns. Given what they know about the Ways and Means Committee, have students speculate as to what political strategy the Clintons might pursue if Rostenkowski does resign.
3. Replay the video and direct students to note the explanations of the scandal that could cost Congressman Rostenkowski his political career. After viewing, generate a class discussion about the term "public trust." Has the public trust been violated by those individuals who took part in these events? Have students write opinion essays on the situation and predict what effect, if any, the scandal is likely to have on the Congressional elections in November.

END OF AN EMPIRE - PART IV

4. Who are the Gurkhas? Why will they soon be out of a job? How are some of the men adjusting to the prospect of non-military life? What plans do some of them have for their future?
5. Are the Indians of Hong Kong truly people "without a country"? What actions might the British and Chinese take to help them? Group students to brainstorm lists of possible actions by either government, then share their lists with the class. Why do Indians living in Hong Kong want Great Britain to award them full citizenship? Is it likely that this will happen? Discuss.

GEOGRAPHY BEE

6. Consult both CNN NEWSROOM programs and Classroom Guides from school year 1993-94 to create a list of places in the news. Hold a "Geography News Bee" for your classmates, using questions that tie the news events of this school year to specific locations around the globe. Present the winner with a certificate or other award that indicates that he/she is the most knowledgeable about places in the news.

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***** ***** ***** ***** *     * ***** *****          May 26, 1994 (3)
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   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK:  MOUNT KILAUEA
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1. BEFORE VIEWING: How is a volcano formed? Where are volcanos most likely to be found? Explain what happens in a volcanic eruption. What different types of volcanos are known to exist?

2. AFTER VIEWING: Why are the eruptions of Kilauea considered relatively "safe" when compared to other active volcanos?

3. Ask students to explain the myths associated with Kilauea. How might these myths have been created to explain observed natural phenomena? Challenge groups of students to a science history hunt. Groups should:
   a. Search resources for myths, stories or legends from around the world that describe or explain natural phenomena.
   b. Prepare a presentation for each story they find that both tells the story and demonstrates or illustrates the phenomena in modern scientific terms.

   Share the groups' work in an "ancient to modern" class exhibit.

4. What is seismic activity? Review with students concepts of the earth's interior, plate tectonics and the relationship of volcanos to seismic activity. How is seismic activity measured on Kilauea? Ask: How would you test to see if there is any seismic activity around your school? Have students brainstorm and apply their ideas, setting up experiments in and around the school grounds that could be checked and monitored through the summer and concluded at the beginning of the next school year.

5. How is a volcanic island created? What different types of volcano are known to exist? Distribute the HANDOUT (pg 4), along with the materials listed, sharing where necessary.
   a. By completing the HANDOUT students model how volcanos and, subsequently, volcanic islands such as Hawaii are built through repeated expulsions and deposits of lava and ash.
   b. Challenge students to build models of their volcanos, using their cross section profiles as a guide.

   Discuss the two main types of volcano: shield and strato volcanos. How might their effluvia differ from each other? What would the presence of considerable deposits lead you to conclude about a volcano? What type of volcano is Kilauea? Have students use evidence from the video to justify their answers.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

seismic lava caldera Pele eruption volcanic glass magma

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------

THE GALAPAGOS JASON CURRICULUM (1991) Nat. Science Teachers Assoc.

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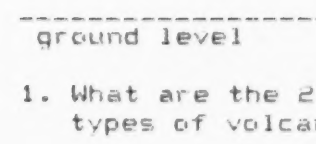
STUDENT HANDOUT: BUILD A VOLCANO

EQUIPMENT: A metric ruler; 2 dice marked A and B; a chisel tip marker for "thick" lava flows; a crayon for medium lava; and, pencils of different colors, 1 for thin flows, 1 for ash deposits.

DIRECTIONS: You are going to "build" a 2-dimensional diagram of a volcano by drawing the layers of eruption from the vent diagram at the bottom of this page.

a. Decide what side of the volcano you are going to build first, left or right.
b. Roll the dice and determine what your lava or ash flow will be by using the chart below. Draw a single line from the vent in the correct direction. The line should be the thickness of the correct marker and the length of the flow. Dot ash deposits.
c. Repeat the steps shown above for the opposite side.
d. Continue to alternate sides, rolling the dice and drawing new lines each time. Flows and deposits should follow the lowest possible contour left by the previous "eruption" line.

DICE A:	DICE B:
1 = Very short lava flow (10 mm)	Thick flow / deposit = 1 or 6 (marker thickness)
2 = Short lava flow (20 mm)	
3 = Medium lava flow (40 mm)	Medium flow / deposit = 2 or 5 (crayon thickness)
4 = Long lava flow (60 mm)	
5 = Very Long lava flow (80 mm)	Thin flow / deposit = 3 or 4 (pencil thickness)
6 = Ash eruption (cover all)	



1. What are the 2 common types of volcano?

2. How might their eruption patterns differ from your hypothetical model above?

Friday, May 27, 1994

*** ANCHOR DESK

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* There will be no CNN NEWSROOM program and Classroom Guide on *
* Monday, May 30th, in observance of Memorial Day in the U.S. *
* CNN NEWSROOM and the Guide will return on Tuesday, May 31st. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	U.S. Pres. Clinton has renewed China's "Most Favored Nation" trading status.	2:30
QUIZ	3	What countries do not have MFN trade status?	:20
THIS WEEK	4	...Our Top Stories came from Washington, DC, Rwanda and outer space.	1:30
NEWSFACT	5	Nobel Prize winning Russian writer bids farewell to the U.S., ending 20 years of exile.	:20
END OF AN EMPIRE	6	(PART V) Will the sun set on democracy when the red dawn rises over Hong Kong?	5:55
DEFINITION	7	Definition of "politically correct"	:20
EDITOR'S DESK	8	Britain's Prince Charles sees "political correctness" as linguistic tyranny.	2:55
CLOSE	9		:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

Executive Order	genocide	Black Hole	bastion	tyranny
civil liberties	dogmatic	Puritanism	MFN	rule of law

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TOP STORY - CHINA TRADE STATUS

1. What does "most favored nation" status mean economically to China? Why has President Clinton agreed to continue MFN for China despite evidence of human rights abuses? Why do some members of the U.S. Congress disagree with him? How do you think the President's action will be perceived by business and political leaders in China?

THIS WEEK

2. Discuss with students what techniques they would use to remember the events of this week. What mnemonic devices, images or associations from each story would aid them?

END OF THE EMPIRE - PART V

3. What do families like the Chus most fear about the coming transition to Chinese rule? Group students. Review this and other segments of this week's series. Have each group write a brief declaration of principles for Hong Kong, defining the way of life that many there would want to see continue after 1997. Have groups share their work and discuss:
   a. How each proposal might be received by the Chinese government.
   b. What actions Gov. Patten and the British administration might take to ensure the continuance of Hong Kong society.

   Have the class send a compilation of their ideas and a cover letter to the nearest British Consulate with a request that it be forwarded to Hong Kong.

EDITOR'S DESK - THE PRINCE AND POLITICAL CORRECTNESS

4. What is "political correctness" or "pc"? How has the public and the media reacted to Prince Charles' speech? Do you agree or disagree with his views? Explain.
5. Distribute the HANDOUT (pg 3) for students to complete by "translating" the sentences and headlines included therein either into or out of "pc" phraseology. Encourage them to use their own language and colloquialisms in their translations, where appropriate. Share, compare and critique students' work. Discuss to what extent all language depends on cultural and linguistic context for meaning. Have students debate whether they agree or disagree with Prince Charles' assertion that "pc" is cultural and linguistic tyranny.

NEWSQUIZ

6. This week's NEWSQUIZ (pg 4) is a "News Bee." It lists people, places and terms that were in the news this school year. Read one of the names, places or terms aloud, then challenge a student to state its definition or significance in the news. Since answers will vary widely, you may wish to have other teachers or students serve as impartial "judges."

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******** ** ** STUDENT HANDOUT: PRINCELY "PC"

Political correctness is a linguistic and cultural ideology aimed at purging the conceits of ageism, sexism, ethnocentrism and many other perceived biases from language and society -- paraphrased from "The Politically Correct Dictionary and Handbook" by Henry Beard and Chris Cerf (1993).

DIRECTIONS - PART 1: Read sentences below. Some are written in "pc" and some are in the Queen's (oops, Monarch's) English. On separate paper, write a translation of each into the "other language," using your own euphemisms and slang where appropriate:

1. Your employer at McBurgerqueenbell says the company is right-sizing and that you must be derecruited.

2. People who live in the slums of the ghetto are often poor and poorly educated.

3. Inoperative statements by government officials caused substantial collateral damage through the accidental launch of a number of Peacekeepers.

4. The old poetess who failed to fulfill her wellness potential wanted to be buried with her pet dog, Fifi.

5. The passenger plane had uncontrolled contact with the ground resulting in a number of unintended terminal living cases.

PART II: Translate the following newspaper headlines either into "pc" or into your own colloquial language:

6. JOBLESS RATE SURES (New York Post)

7. ANNUAL AUCTION OF RETIRED TEACHERS (Old Town Times, Orono, ME)

8. S & L LETTERS REPORTED MISSING (San Francisco Chronicle)

9. NUDE PUB LAWYER PROMISES NEIGHBORLY APPROACH (The Review, OR)

10. "KILLER BEES" START EMERGENCY PLAN (Argus Observer, Ont. Can.)

To what extent do ALL of the examples given above derive meaning from the context in which they are expressed? In your opinion, what should take precedence when you express yourself: concern for clarity or concern for appropriateness in expression? How do you think Prince Charles would answer this question?

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YEAR-ENDER

DIRECTIONS TO THE TEACHER: Challenge students to a "News Bee" by reading out one of the following people, places or terms and having each student state its news connection for this school year. Since answers will vary, you may wish to have other teachers serve as impartial "judges."

PEOPLE	PLACES	TERMS
Eduard Shevardnadze	Biosphere	autonomy
Boris Yeltsin	Occupied Territories	storm surge
Bill Clinton	The Kremlin	Resolution 242
F.W. deKlerk	The Carter Center	coup d'etat
Alexander Rutskoi	Somalia	Hurricane Emily
Nelson Mandela	Russian White House	impeach
Boutros Boutros Ghali	Haiti	health care
Colin Powell	Horn of Africa	deployment
Mangosuthu Buthelezi	Southern California	apartheid
Michael Jordan	Pakistan	embargo
Mohammed Farrah Aidid	Canada	"Generation X"
Raoul Cedras	Bosnia	plate tectonics
Michael Durant	Atlanta	hardliner
Jean-Bertrand Aristide	Libya	infrastructure
Benazir Bhutto	Colombia	Marxism
Reginald Denny	Third World Nations	flotilla
Jean Chretien	Ellis Island	free market economy
Al Gore	Rwanda	Santa Ana Winds
Jesse Jackson	Johannesburg	NAFTA
Pablo Escobar	San'a	Paramount Communications
Yitzhak Rabin	"Camelot"	Brady Bill
Yasser Arafat	Jupiter	GATT
Jacqueline Onassis	Lillehammer	Whitewater
Nancy Kerrigan	Hebron	aftershocks
Daniel Rostenkowski	North Korea	Federal Reserve
Richard M. Nixon	Jupiter	Hubble Telescope
Vladimir Zhirinovsky	Chiapas, Mexico	HIV
Luis Donaldo Colosio	Malawi	trade bloc
Zlata Filipovic	Vietnam	Brown vs. Board of Education
Silvio Berlusconi	Bophuthaswana	tariff
Rick Ames	Hong Kong	IRA
Tip O'Neill	Jordan	eclipse

Tuesday May 31, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Influential U.S. Congressman Dan Rostenkowski faces indictment on charges of embezzlement and corruption.	3:05
HEADLINES	3	KHALID ABDUL MUHAMMAD RECOVERING... MORMON LEADER EZRA TAFT BENSON DIES... FORMER EAST GERMAN LEADER ERIC HONECKER DIES.	1:00
NEWSFACT	4	The D-day invasion of Normandy, France, was a major turning point in World War II.	:30
INT'L DESK	5	After 50 years a French farming family feels compelled to find a U.S. soldier who, by accident, shot and killed their baby in the D-day invasion.	4:45
DID YOU KNOW?	6	There were 339,250 reported cases of AIDS in U.S. as of September 1993.	:20
OUR WORLD	7	Volunteers with AID ATLANTA help spread the word to schools through drama and discussion.	3:30
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

plea bargain embezzlement indictment Ways and Means crusade

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TOP STORY - ROSTENKOWSKI

1. What is the purpose of a U.S. Congressional standing committee? What is the function of the House Ways and Means committee?
   a. Have groups of students investigate the history, scope and purpose of Congressional standing committees.
   b. Challenge groups to assess the potential impact on the work of government if the Ways and Means committee were no longer under the leadership of Mr. Rostenkowski.

   Discuss group conclusions in class. Should any one individual be able to hold the position that Mr. Rostenkowski currently holds for as long as he has held it? What advantages or disadvantages are there to limiting such tenure? Discuss.
2. Have students use news media to assess the work that Mr. Rostenkowski has done in his years as chairman of the Ways and Means Committee. What major pieces of legislation has his committee been responsible for shaping? What are considered his greatest political achievements? Have students share their research. Given Mr. Rostenkowski's record, what does he stand to lose if he is convicted of the charges he faces?
3. Given Mr. Rostenkowski's denial of wrongdoing, what course of events will be followed to bring this matter to court? If you were a member of the defense or prosecution teams, how would you phrase your opening comments for the upcoming trial? Based on their understanding of the situation, have students outline briefly what arguments they would make either for or against Mr. Rostenkowski, why and on what grounds. List students' ideas on the board and have the class note them for use as this story continues to develop.
4. Encourage pairs of students to brainstorm and create political cartoons that illustrate the Rostenkowski situation in a humorous and/or thought provoking way. Have the class display and critique class cartoons. Send the best examples to your local or student newspaper.

AIDS AWARENESS

5. How is the AID Atlanta approach to teaching students about AIDS through dialogue, drama and role play different from or similar to how you may have learned about the subject? What advantages or disadvantages might learning about AIDS in this way present?
6. At what age should instruction about the dangers of AIDS and the practices necessary to prevent its spread begin? Why?
7. Gather students into groups of four or five and charge each group with preparing a skit that either involves interaction with a person with AIDS or illustrates a situation where the risk of catching AIDS is possible. Have students share and critique their skits. Then ask: What do you do that might open you to the possibility of HIV infection? What would you do if you found out that you were already infected? Discuss.

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*****  *    **    *       ***** DESK:  D-DAY FORGIVENESS
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1. BEFORE VIEWING: What happened on June 6, 1944? What Allied nations participated in this event?

2. AFTER VIEWING: Why do members of the Roulland Family remember D-Day with mixed emotions? What happened to their infant son on June 18, 1944? Why are they trying to contact an unknown U.S. soldier? What information do they have about him?

3. What does Bernard Roulland mean when he says, "C'est la guerre"? How does this phrase sum up his feelings about the death of his son? Do you think he and his family were ever truly angry with the American GI who shot the child? Explain.

4. Generate a class discussion about the human tragedy of war. Ask students if any have lost a family member or friend in a military conflict and, if so, how they feel about what happened. If none of the students have experienced this kind of loss, have them locate and read personal accounts of D-Day or any other military operation and summarize what they have read for the class. Do casualty statistics give you the "whole story" of a battle or war? Discuss.

5. What do you think the American GI experienced as he fought to liberate France in June 1944? Have students work in groups to research the background of D-Day. Teachers may wish to distribute copies of the STUDENT RESOURCE: D-DAY (pg 4) as one possible resource. Have groups exchange information in a class discussion. Then challenge each student to write several diary entries for an American soldier who was part of the D-Day invasion. What sights and sounds did he experience? How did he feel about what he was doing? Have students share their diary entries with the class.

6. If you were a member of the Roulland Family, what might you say to the American soldier for whom you are searching? Review the video with students. Generate a class discussion about the emotions displayed among members of the Roulland Family as they relate what happened to young Guy. Then direct each student to act as a member of this family and write a letter to the unknown American GI, explaining your emotions and why you are contacting him.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

D-Day 50th anniversary trench remorse Normandy beaches

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******** ** ** STUDENT RESOURCE: D-DAY

Landing by air and by sea, Allied troops descended on the beaches of Normandy, France, on June 6, 1994. By day's end, almost 11,000 of the invasion troops were dead or wounded; but 80 sq. miles of occupied France were in Allied hands, the Atlantic Wall was breached and the liberation of Europe begun. Here is how the invasion unfolded:

12:10 a.m. - DECEPTION AT CALAIS
To divert attention from Normandy, Allied planes scattered tons of mylar confetti, which resembled aircraft on German radar, around Pas de Calais, about 200 miles to the east.

12:16 a.m. - GLIDERS AND PARATROOPERS SECURE THE FLANKS
Of the 23,000 men who jumped behind enemy lines, 4,000 became casualties. To the west, only 4% of U.S. paratroopers hit their drop areas. Even in the face of this staggering statistic, American paratroopers were able to secure Ste.-Mere-Eglise, the first village liberated. To the east, British glider troops captured the Caen Canal and River Ume Bridges.

6:30 - 7:30 a.m. - THE BEACH ASSAULTS
Soldiers (136,000) were split into 5 assault groups to cover each of 5 beaches: Utah, Omaha, Gold, Juno and Sword. The U.S. 1st Army landed at Utah and Umaha, while the British 2nd Army descended upon Gold, Juno and Sword. Many of the 6,000 casualties happened at Umaha Beach, where German gunners atop 150-foot cliffs mowed down Americans who were wading to shore. In contrast, forces at Utah Beach met little resistance on the lightly defended marshland.

6:30 a.m. - MISSING GUNS AT POINTE DU HUC
Equipped with rocket-propelled grapnel hooks, ropes and extension ladders, 225 U.S. Rangers took on the 100-foot high Pointe du Hoc. Their mission was to take out 6 large guns. Under heavy enemy fire, they reached the summit in 10 minutes, only to find the defenders gone and the gun emplacements empty. Sadly, casualties were severe. Only 90 Rangers were left by June 8.

Operation Overlord took 2 years to plan and provide for and included 175,000 fighting Allied troops, 11,000 planes and 5,300 ships. Overlord broke Hitler's "impregnable" Atlantic Wall and marked the beginning of the end of the Third Reich.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Real people fought, won 'mythic' battle," by Andrea Stone, and "Breaking into Fortress Europe," by Cliff Vancura, USA TODAY, May 27, 1994, pp. 1A, 2A.